DOCUMENT RESUME

ED 177 301 CE 022 094

AUTHOR	Hart, Gaye, Ed.
TITLE	School-to-Work Transition. Conference Proceedings (Monash University, August 18-19, 1978).
INSTITUTION	Monash Univ., Clayton, Victoria (Australia).
PUB DATE	Aug 78
NOTE	85p.
AVAILABLE FROM	Publications, Centre for Continuing Education, Monash University, Clayton, Victoria, Australia 3168 ($3.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Career Development; *Career Education; Cooperation; Employment Programs; Relevance (Education); *School Industry Relationship; Work Experience Programs; Youth; *Youth Employment
IDENTIFIERS	*Australia; *School to Work Transition

ABSTRACT

Proceedings of the School-to-Work Transition Conference held at Monash University in Australia are presented. Following the conference program, eight presentations from the conference are given. Presentations were as follow: (1) School-to-Work Transition--Introduction, by Alan Wright, summarizes the themes, strategies in planning, and important features of the conference; (2) From the Stop-Gap to the Long-Term, by Charles Beltz, focuses on how employers, unions, teachers, parents, and students can make contributions to an easier school-to-work transition; (3) School-to-Work Transition--The Role of Work Experience Programmes, by Peter Cole, addresses the question of work experience being a new approach to curriculum development; (4) School-to-Work Transition: An Industry View, by Malcolm King, discusses the difficulties and needs associated with the school-to-work transition; (5) Collaborative Effort in Career Education--A Discussion Paper, by Gaye Hart, focuses on the collaborative effort between the business-industry-labor community and the education system in implementing career education; and (6) Dialogue between the School and the World of Work, by Gaye Hart, presents the findings of a project that was to encourage dialogue between teachers and employers to identify curriculum strategies relevant to the school-to-work transition. A brief perspective on the conference presented by Richard Selshaw concludes the document. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED177301

This conference was supported financially by the Victorian In-Service Education Committee (activity Q608) and by I.C.I. Australia Ltd.

It was organised by the Centre for Continuing Education, Monash University, acting on the advice of a representative Steering Committee and was held at Monash University on 18 and 19 August 1978.

Proceedings Editor: Gaye Hart

SCHOOL — TO — WORK TRANSITION

CONFERENCE PROCEEDINGS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Gaye Hart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 022 094

copies of these Proceedings can be obtained from:

Publications
Centre for Continuing Education
Monash University, Clayton . . Vic. . 3168

Price, including postage $3.00

COMPLIMENTARY COPY

CONTENT

	PAGE No.
Editorial Comment	1
Conference Program	3
Project Sessions	5
Notes on Contributors	6
School to Work Transition Conference - Introduction - Alan Wright	7
From the Stop-Gap to the Long-Term - Charles Beltz	11
School to Work Transition - The Role of Work Experience Programmes - Peter Cole	20
School-to-Work Transition : An Industry View - Malcolm King	29
Collaborative Effort in Career Education A Discussion Paper - Gaye Hart	39
Dialogue Between The School and The World of Work - Gaye Hart	57
The Conference in Perspective - Richard Belshaw	76
Conference Steering Committee	79

DO NOT FILM THIS PAGE

EDITORIAL COMMENT

My involvement in the School-to-Work Transition Conference has been frustrating, exciting and rewarding. It was frustrating insofar as any attempt to bring about change must encounter problems. The excitement came from the realisation that there is a consensus of opinion about the need for collaborative effort between the education system and the broader community in preparing students for the school to work transition. The reward was to observe that employers and teachers are willing and able to work together to devise strategies for curriculum development which will be beneficial to all concerned - especially the school leaver.

This Conference occurred almost exactly 15 months after the first National Career Education Conference in Canberra. To be closely involved in both Conferences gave me a unique opportunity to observe the progress that has taken place during a relatively short period. At the National Conference Professor Balson (Monash University) stated that 'the introduction of a new subject into the school curriculum is usually predicated on the assumption that general agreement exists as to the nature and scope of the subject ..... career education appears to be an exception.' From the level and range of discussion at the School-to-Work Conference I am able to suggest that we are coming closer to clarifying our goals and identifying the nature and scope of learning experiences relevant to the needs of students. To develop a conceptual structure and rationale for career education is one of the most difficult problems affecting future development in the career education area. I believe, however, that this Conference has not only made a significant contribution to overcoming the problem, but also successfully identified a number of strategies which, when implemented, will help students in the transition from school to work.

Since the National Conference I have had the opportunity to observe and learn about career education in the U.S.A. and the U.K. Many times during my study tour I was reminded of the words of the O.E.C.D. Examiners who visited Australia in 1976:

> "There are probably no procedures in career education or in information, guidance and placement services known to other countries which have not been tried out in Australia."

Up to a point this is true. I returned to Australia with the view that the two areas in which we lagged behind were in the field of computer assisted information delivery systems and community collaboration. The School-to-Work Transition Conference has provided a major breakthrough in achieving the latter. The breakthrough has not been complete insofar as we have not yet made a major effort to involve and work with

parents. Nevertheless progress has been made in the right direction. The Conference Planning Committee is to be congratulated on its effort and success in attracting and involving so many participants from outside the education system.

The papers presented in this report recognise that the transition from school to work can no longer be regarded as an automatic process : they recognise the social, industrial, educational and personal problems associated with the transition. They therefore constitute an important contribution to the development and implementation of teaching and learning strategies relevant to the transition process.

The papers are particularly significant in that they contribute to the growing quantity and quality of Australian thought and literature on the transition process. Their impact will become particularly important if the reader is prepared to use the facts, ideas and concepts presented to formulate, test and refine approaches to career education applicable to Australian conditions and relevant to the needs of students.

It has been a pleasure to edit these Conference Papers. The task has provided an opportunity to carefully re-read and review each paper - a task I thoroughly enjoyed. Editorial change has been kept to an absolute minimum to enable the reader to gain an accurate picture of what was said at the time and to fully understand the impact each paper had on discussion and follow-up activities.

Gaye Hart.

CONFERENCE PROGRAM

Friday August 18th.

8.30 Registration Desk Opens

9.15 - 10.45 OPENING SESSION : Chairman Mr. PETER KIRBY

Keynote Speaker : Mr. CHARLES BELTZ

Topic : "FROM THE STOP-GAP TO THE LONG-TERM - the case for co-ordination of policies, at both the State and Commonwealth levels, for projects of curriculum reform in schools and of post-school training and induction.

11.15 - 12.45 SECOND PLENARY SESSION

Speakers : Mr. PETER COLE and TWO EMPLOYERS

Topic : "EVALUATION OF THE VICTORIAN WORK EXPERIENCE PROGRAM" - a symposium, arranged by the Work Experience Standing Committee, around three themes:

- WHERE ARE WE AT?
- WORK EXPERIENCE AS A MARKETABLE PRODUCT
- TEACHER PREPARATION EXPECTED

Overall this symposium will pose the question, "Is Work Experience a new approach to curriculum development or is it simply a way of doing something different while leaving the system unchanged?"

2.15 - 3.30 DISCUSSION GROUPS

Purpose :
To discuss issues arising from the first two plenary sessions and arrive at tentative recommendations for new initiatives or extensions of present developments.

4.15 - 5.45 PROJECT SESSIONS

6.00 - 8.00 CONFERENCE DINNER

8.00 - 9.30 THIRD PLENARY SESSION

Speaker : Mr. MALCOLM KING

Topic : "SCHOOL-TO-WORK TRANSITION : AN INDUSTRY VIEW."

Saturday August 19th.

9.30 - 10.45 FOURTH PLENARY SESSION

Speaker: Mrs. GAYE HART

Topic : "DIALOGUE BETWEEN THE SCHOOL AND THE WORLD OF WORK" - an evaluation of a pilot project involving discussions between teachers and personnel officers.

11.15 - 12.45 DISCUSSION GROUPS

Purpose : Continuation of previous discussions and formulation of reports and recommendations, in light of all four plenary sessions.

2.15 - 3.00 PROJECT SESSIONS

AND, at the same time, a meeting of Discussion Group Chairperson to compare reports and prepare a consolidated presentation to the final session.

3.30 - 4.00 FINAL PLENARY SESSION

Reports from Discussion Groups.
Consideration of recommendations.
Summing up : RICHARD BELSHAW

PROJECT SESSIONS

School Leavers Employment Opportunity Service - Ringwood
Speaker : Leah Hogan

Sweep Youth Unemployment Program
Speaker : Bill Maxwell, Principal, Preston East Technical School

Orbost High School Education Program for Unemployed Youth
Speaker : Peter Schmidt, Co-ordinator

Living Unemployed in Coburg
Speakers : Brenda Rudko, Karen Trott

Transition - Special Problems for Girls
Speaker : Sylvie Shaw, Working Women's Centre

Geelong College Pre-Employment Program
Speaker : Michael Van Heeswyk, Geelong College

These sessions were offered on both Friday and Saturday along with several videotape screenings.

NOTES ON CONTRIBUTORS

CHARLES BELTZ is the First Assistant Secretary to the Education Planning Group within the Commonwealth Department of Education. He is also Chairman of the Commonwealth/State Working Party on the Transition from School to Work or Further Education.

PETER COLE is a Member of the Victorian Education Department. He is currently conducting an investigation for the Schools Commission, of work experience and re-entry of mature age students to secondary schools.

GAYE HART is the co-author of the book 'Career Education in Australia'. In 1977 she spent six months in the U.S.A. and the U.K. studying career education in those countries.

MALCOLM KING is Deputy General Manager and Working Director of C.S.R. Ltd.

PETER KIRBY is First Assistant Secretary in the Manpower and Policy Division of the Department of Employment and Industrial Relations.

ALAN WRIGHT is employed within Planning Services, Victorian Department of Education, co-ordinating TAFE Access Research. He is also President of the Victorian Career Education Association and co-author of 'Youth Needs and Public Policies' and 'Outcomes of Schooling : Aspects of Success and Failure' (Poverty and Education Series).

RICHARD BELSHAW was the first full-time counsellor to be appointed to a Victorian School. He also started the counselling department at Royal Melbourne Institute of Technology. From these he became the counsellor for prospective students at Monash University where he is now involved in research into career education.

SCHOOL-TO-WORK TRANSITION CONFERENCE - INTRODUCTION

ALAN WRIGHT

THEMES AND ASSUMPTIONS

The original theme proposed for the conference was 'The Problems of School Leavers', but we found it didn't suit our mood. Some of us had been engaged on this sort of study for years : there was a sense of urgency, not for more study of the problems but for action towards producing some answers.

A significant aspect of the problem is the increasing gap between school and work, between school and life outside school, a factor which affects the majority of students adversely, but particularly those with working class backgrounds, as the Poverty Commission (Education) studies revealed.

There are of course a number of factors contributing to this gap, but one obvious one is the fact that a large proportion of teachers have gone straight from school to university to teacher training and then back to school again.

The wider the gap, the more difficult are the problems of transition, the greater the problems of developing a sense of vocational orientation, of motivation through having clear personal goals. The conference theme therefore changed to 'School to Work Transition' with the major question being asked 'What can we do while students are still at school to minimise the problems of transition?'

By 'we' in this question we did not mean schools and teachers alone. One of the fundamental agreed assumptions among those planning the conference was that bridging the gap was not a task to be tackled by schools unilaterally. Far too much has been expected of schools; they have been over-burdened with responsibilities previously shared by home, church, employers and community, so that the quality of what they are trying to do has sometimes been diluted. By 'we' therefore we meant all the 'players' affecting adolescent transition into adult roles in society, joining in a collaborative effort.

STRATEGIES IN PLANNING

Our strategies followed from the assumptions outlined above.

A widely representative Steering Committee was formed, under the chairmanship of Dr. Jack McDonell, who handled the built-in divergencies with a sure experienced touch.

The major focus was on curriculum development. Although it was a career education conference, we were concerned about the effects of total school programs. Thus the Work Experience Standing Committee was invited to organise a large segment of the Conference under this challenging title, 'Work Experience, a way of appearing to do something different while leaving the system unchanged, or a significant new approach to curriculum development?' Joan McLachlan's organisation of the workshops, with the ready support of personnel from industry, and Peter Cole's fine paper were an effective and greatly appreciated response to that challenge.

The Career Education Education Association took the role of catalyst for discussions between subject associations and employer groups about school curriculum.

We invited subject associations to set up sub-committees who would 'within the boundaries of traditional subject disciplines ..... explore the possibilities of curriculum developments which increase vocational orientation at the same time as they develop the basic intellectual skills.' Maths, Science, Social Science and Commercial teachers Sub-Committees were formed.

A cross-section of employers volunteered to join in the exercise with considerable encouragement from the Metal Trades Industry Association and the Victorian Employers Federation.

Thanks to John McIntosh and the generous support of $500 from his company, I.C.I. Australia Ltd., the C.E.A. was able to engage Mrs. Gaye Hart to write her first discussion paper as a basis for dialogue between subject teachers and employers, and to monitor many such dialogues over a period of months.

This stage was of critical importance and quite illuminating. Because teachers and employers start with so many different assumptions and stereotyped views of one another, without such a document and a serious effort to listen to one another, discussions rarely get passed the 'blaming stage', real dialogue about a shared responsibility hardly begins.

The fruits of these dialogues were gathered together with great insight into Gaye's second discussion paper which she presented to the conference. The detailed constructive recommendations emanating from most of the workshops, and the evident unity of purpose that gathered momentum owed much to Gaye's excellent contribution.

CONFERENCE FEATURES

Another thoroughly effective feature of the conference was the smorgasbord of 'project' presentations to which delegates could elect to attend at different times during each day. These ranged from 'Living unemployed in Coburg' to films/videotapes from the Career Education Task Force in Ballarat, the Department of Employment and Industrial Relations, and the Work Experience Standing Committee.

Organising this complex segment of the conference, as well as all the other conference details, didn't induce a nervous breakdown for Mrs. Barbara Brewer, but she certainly earned the right to have one because of it : special thanks to Barbara.

Charles Beltz, Chairman of the Commonwealth/State Working Party on Transition School to Work and Further Education, and Malcolm King, Deputy General Manager of C.S.R. presented very significant papers to the Conference. But not only so, their organisations sent them interstate at no cost to the C.E.A. which was generous indeed.

Mr. Peter Kirby, First Assistant Secretary, Department of Employment and Industrial Relations was not only a thoroughly competent Conference Chairman, but has since been the hard working chairman of the subsequent Working Party set up by the conference. His leadership in channelling the many developing ideas into clear constructive actions has been highly important.

WORKING PARTY FOLLOW-UP

Working Party activities have been based upon workshop recommendations which were modified, adopted or extended by the plenary session of the conference. These covered a series of steps and strategies seen as necessary in order to develop a working consensus among educational policy makers, employers, unions, parent groups, school councils and principals, subject associations Standing Committees and teachers about what needs to be done to make preparation for transition an essential dimension in curriculum planning.

Seeking appropriate means of effective communication with each of these groups has been one of the main burdens of Working Party deliberations. Discussions will be generated by raising specific issues for decision-making, issues such as :

- how to make work experience a catalyst for school based curriculum development;

- pre-service and in-service work experience/placements for teachers, both short term and longer term;

- setting up machinery and allocating resources for research, surveys, continuing dialogue about mutual expectations - employers/teachers/parents;

- providing consultants on school-to-work transition at the regional level to rationalise employer/union/ community participation and resources for work experience-career awareness programs.

Because the scope of such issues, a delegation from the Working Party will seek the advice and support of the Director General of Education and the Chairman of V.I.S.E.

The Working Party must report back to the conference participants by way of a Newsletter when it has completed the tasks assigned to it. The whole operation has been a stimulating and satisfying experience, making some contribution to the discussion of important issues which we are glad to share more widely through this printed report.

Many of the on-going tasks will become the responsibility of the Career Education Association of Victoria, whose Newsletters (and membership) can be obtained through Box 2500 W, G.P.O., Melbourne, 3001.

FROM THE STOP-GAP TO THE LONG-TERM

CHARLES BELTZ

INTRODUCTION

There can be few issues in Australian society today which involve the whole community so much as unemployment. The topic of this conference, transition from school to work, is firmly placed in the context of a scale of unemployment which Australians believed they had well and truly left behind them in the 1930's. The whole experience until a few years ago seemed to endorse the view that a repetition of the disastrous great depression could be avoided, forever, with proper management of the national economy. Full employment and an ever increasing level of affluence in this lucky island continent had become an article of faith, not only on the part of governments and politicians, employers and unions, but also of the ordinary Australian in the suburbs and rural towns. The scars of the 'thirties were still tender and the generation which experienced the social and economic hardships of the 1930's was the one which composed the national leaders of the postwar decades.

If there was one issue on which all were in agreement, it was that that should never be allowed to happen again. Children, almost literally, learnt the stories of the depression years at their mother's knee. The determination that it should never happen again, easily led to the belief that it could never happen again. Many fortuitous coincidences combined to further strengthen that belief. Postwar reconstruction, the need for Australian primary products by other countries, the Korean and the Vietnam wars with their demands for wool and other products, the discovery of large quantities and a large variety of minerals as well as oil, the apparently smooth absorption of large numbers of immigrants and refugees - about half of whom came from non-anglo celtic background, language and culture - made it appear as though nothing could disturb the economic tranquillity of Australia again in any serious way.

We now know better. The post-facto analysis of the how and why, we can leave to the economists and historians. It will probably take a long time for them to reach agreement on the causes, and we have not the time to sit back and wait for that.

The high unemployment since 1974 has been accompanied by what is generally regarded as a disturbingly high rate of youth unemployment. It is this high incidence of youth unemployment which is the reason for the current concern about transition from school to work. The issues surrounding the transition process existed well before youth unemployment approached its current levels. Young people, and particularly teenagers,

experienced problems in their entry to the work force even in times of full employment; they had a rate of unemployment several times higher than the rate for adults as far back as the mid-sixties. But the absolute level was so low that few, if any, people concerned themselves about it.

The most vulnerable among these youths were the early school-leavers. Their situation was further aggravated by the results of the tremendous educational expansion which coincided with the period of economic expansion during the fifties and sixties, and into the seventies. There are so many more people with higher educational attainment now, that in any competition for jobs, the early school-leaver is almost certain to lose out.

Higher educational attainment also means higher expectations and in times of high unemployment, the personal, psychological and social effects of frustrated expectations can be much more severe and longlasting.

Coinciding with the current high unemployment are other phenomena which form part of the complex setting in which to look at the transition problem and the difficulties which young people have in finding a door which opens into employment.

The industrial structure of our society is undergoing rapid change. The manufacturing sector has significantly contracted and there are few signs of it regaining the proportion of employment which it had not many years ago. Automation and export of operations to cheaper labour countries both lead to direct loss of jobs in Australia. It is the least qualified, the early school-leaver, who will be most adversely affected. The Crawford Inquiry into structural change will hopefully throw some light on what we may expect to happen in future years.

The participation of married women has changed the composition of the work force very significantly over the last twenty-odd years. It may be too facile, as some do, to claim that they have taken the jobs of the young, but there is no denying that the more than trebling of the participation rate in the labour force of married women between 1954 and 1974 must have had some displacement effects. Those most affected by it include almost certainly young people. Some persuasive evidence on this is contained in a recent analysis by members of the Institute of Applied Economic and Social Research at Melbourne University,* which looks at a variety of aspects of the youth

---

* "Youth Unemployment in Australia : A Survey", Australian Economic Review, No. 1, March, 1978.

unemployment situation - demographic, skill and occupational categories, early school-leavers, metropolitan and non-metropolitan variations, distribution by industry, impact of wage rates, married women in the work force and so forth.

I do not propose to quote lines of figures to you. My aim in this introduction was to briefly sketch the background against which the unemployment situation and the transition issues can be considered. It seems to me that too little attention has been paid to the general atmosphere of euphoria which pervaded Australian society in the postwar decades. I believe that we still have not really accepted the harsh realities of the current situation and that the large majority of Australians - in employment and generally speaking very well off, thank you very much - regard it only as a rather unfortunate intermezzo in the basically secure and affluent run of years which is to take us before long into the twenty-first century.

Without wanting to adopt a "lost generation" approach, we cannot look at the traumatic experiences of large numbers of young people without taking account of the fact that they will be in our labour market and our society for fifty and more years i.e., they will influence the collective memories and attitudes of our society until at least the year 2030. If we look at the impact of the great depression on Australian attitudes and values, we cannot be too complacent about the impact of the experiences of the young generation of the 1970's.

But what is to be done? The Australian Education Council established a working party on the transition from secondary education to employment in 1974 which reported in 1976. In that latter year, an O.E.C.D. panel of examiners conducted a review of Australian education policy which focussed on the transition problems. These two reports led the Australian Education Council in 1977 to invite the Council of Labour Ministers to join with it in establishing what became the Commonwealth/State working party on the transition from school to work and further education. This working party is equally divided between education and labour representatives, each State having one member on it and the Commonwealth two, representing the departments of Education and Employment and Industrial Relations.

State Governments have also become concerned and have taken steps to set up their own bodies, enquiries and other mechanisms aimed at doing something constructively about the situation of young people. There has been a sudden upsurge in the education world of careers education, careers information, careers guidance and a host of other activities directly or indirectly related to improvement of young people's chances to enter the world of work and have them better prepared for it.

At Commonwealth level, a variety of manpower training programs

have been instituted largely for the same purpose. Cynics wonder whether all these efforts are worth the resources required to operate these programs on the basis that they don't create any jobs and at a time of contraction of job opportunities can, if at all successful, lead only to displacement of those already in employment. We have to accept, I suggest, that we will not see an early expansion of the number of jobs available and, according to the pundits, even a sustained economic recovery is not likely to restore full employment. Some attenuation of the situation may occur in the 1980's when, as a result of the ageing of the population and of the work force combined with a slackening of the rate of growth of new intakes into the labourforce, there will be a reduction in the numerical imbalance between those retiring and those entering.

In the experience of the working party to date, the whole weight of the transition issues is loaded onto education. We are finding it difficult to come to terms with that, but we are involuntarily pressed into the education corner. Submissions from a wide range of people and organisations, consultations with interest groups, the literature and the mass media, all home in on what is wrong with education. There is a tendency evident in other areas not to look at what our own responsibilities are and what we might constructively contribute to solutions, if there is an almost nationally accepted scapegoat so readily at hand.

In what follows, I am certainly going to draw on the experience and information gained through my association with the working party. I must make it very clear, however, that my reflections are not to be taken as those of the working party. Those will be formally documented in the final report which we hope to submit to the two Councils of Ministers by the end of 1979.

To open up a number of issues for debate, I may step on some toes but that, as I see it, is unavoidable.

In sequence, I will deal briefly with the five main interest groups which can make valid contributions to an easier transition of young people from education to work. It will mainly be in the form of questioning, rather than providing specific answers.

EMPLOYERS

Starting from the premise that Australia is a monetary economy, i.e., that virtually everybody needs to earn an income for a living and that employment constitutes the most common means of doing this, employers are a very important group to consider in this context. For the private sector, the main rationale is to make profits. In the public sector, it is to provide the most

efficient and effective service to the public which foots the bill. For both sectors, selection of applicants is the mechanism whereby access to jobs is determined.

While we have staff ceilings in the public sector, which determine the number of jobs available, the private sector has other criteria by which such decisions are made. But the impact of all those decisions on young people under current circumstances is to effectively block for many the access to a job. It would obviously be nonsense to expect any employer to select unsuitable applicants, but it would be possible to question the validity of some of their practices.

The issue of "credentialism" is pertinent here. The evidence suggests that the likelihood of obtaining employment is closely correlated with educational attainment level. This implies a tendency on the part of employers to give undue weight to educational achievement, without necessarily trying to analyse the requirements of the job to be filled. Supply of better qualified young people being fairly abundant, it is much easier for employers, private and public, to go for the highest achievers among the applicants and drop the effort of analysing job requirements. There are a number of assumptions underlying this practice which might well warrant investigation. Is a better qualified person necessarily a better worker, more responsible, better motivated? If there is a serious mismatch between qualifications and job requirements, isn't there a fair risk of frustration, dissatisfaction, more rapid (and costly) turnover?

We now have several government subsidy schemes for the private sector to employ young people. Is it possible that some employers at least use the subsidies only to their own advantage without much consideration for the young persons involved, and without providing a realistic training opportunity?

In other ways, management decisions on structural arrangements can have an important bearing on what number of jobs will be available. Automation is a classic case. The question there, however, is a dual one. On the one hand, management could decide on solely economic grounds that automation is either desirable to maximise profits, or necessary for survival. Where it is the former, one wonders whether there should not also be social responsibility considerations in such decisions. On the other hand, there could be a case for questioning the performance of workers who, in appropriate instances, might be able to improve their productivity so lessening the arguments in favour of automation. Both questions are valid, I submit, in an employment situation as we have at present. Some writers have questioned, in this context, the validity of and justification for investment allowances to be granted for automation. That question may oversimplify a complex relationship (e.g. ability to compete internationally) but could it be valid in some cases?

Are some employers inclined to do what, after all, is a not uncommon tendency generally, taking the easy way out?

UNIONS

It is with some trepidation that I raise the role of unions in relation to youth unemployment and the transition from school to work. It becomes so easily controversial, but there can be no doubt that the unions must be regarded as a party to the issues involved. For example, some awards appear to have the effect of excluding unskilled young workers from any possibility to acquire skills through on the job training. Would it be possible to have an examination made, preferably by the unions themselves, of both the letter of award provisions and the spirit in which they are implemented at the shop floor level?

Even if the most immediate concern of unions is to safeguard the employment and work conditions of their members in employment, would there be scope for their direct involvement in support services and training opportunities for unemployed youth? Could arrangements for work experience programs be made easier? Questions like these are tied up with the vital concern of unions that such arrangements do not pose even a potential threat to some of the hard-won conditions for their members. While appreciating this, we are not now in the euphoric days of the post war decades when there was a significant opportunity to negotiate without adversely affecting others. Hasn't the change in the employment situation, particularly for young people, and the relatively bleak prospects for the immediate future at least, altered the context? This is a question which could equally be addressed to other interest groups. Are we still operating on the same basis as, say, in the sixties when we could afford to concentrate on our own interests without taking too much cognisance of what that implied for other people and groups?

TEACHERS

With them lies the great burden of positive and constructive response. Whether they like it or not, it is to education that Australia looks as the main agent in ameliorating the transition of young people into "the real world".

The first thing to appreciate is that educationists are in the middle of an educational transformation process in its own right, quite separate from the problems related to transition. Assuming that education at the one time is a transmitter of knowledge and values, and a shaper of future generations, it reflects in many ways the social changes which have taken place in our society even over the last few decades. People outside education seem to be able to divorce the teacher or

educationist from the parent and citizen which he/she also is. The homes from which the children in the classroom come, are no longer so readily caught under the typology which not so long ago reigned supreme. It is no exceptional classroom these days, where up to twenty percent of children come from broken homes, one way or another. There are few classrooms, where children of completely different language and cultural backgrounds are present and where recognition of this fact does not vary tremendously.

The changes in the role of families have not left the schools untouched. Increasingly, schools and teachers are called upon, or feel that they should accept responsibility, to assume roles which previously were accepted as that of others, the family, the community. Environmental education, consumer education, driver education, drug education, religious education, and many others have come to be regarded as the domain of the school. Transition issues, manifested in the form of careers education of some sort or another, has joined the queue. For none of these tasks have teachers been prepared in their training and it is only surprising that so many have tried to respond to the need which obviously existed which they perceived.

One aspect of this widened role of the schools, and of the teachers, is often overlooked but it is relevant to the issues we are concerned with. It has put enormous pressure on the schools curriculum and without expansion of school-time every new task accepted implies reducing the time available for the "traditional" subjects. Align this with the widespread clamour for a return to "the basics" and we have the role of schools in our society thrown into the middle of the debate.

Whatever one can say about education, I would suggest to you that there can be little argument that it is a legitimate expectation on the part of society (which provides the substantial resources) that any school-leaver at the end of compulsory schooling should be able to have a functional command of literacy and numeracy. As the ACER National Survey showed, this is not the case at the moment. There will always be a small proportion of children who are handicapped to such extent that this aim is not attainable for them. But we are then really talking of a small exception, not a significant proportion of the total. I would venture to put that aim, i.e., functional literacy and numeracy, the first priority in compulsory education for the simple reason that any youngster without these basic skills has not really an even chance to make something out of his life in the kind of society we have. If the realisation of that aim means the dropping - or deferment to later stages - of the "new" tasks of the school, so be it. Its achievement would at the same time weaken significantly the case of the current critics of education.

But how does even acceptance of that aim relate to the school's presumed task of preparing children "for life" and "for working life"? Did schools ever do this? Or is this another instance of a concealed transfer of functions from another social institution? Research evidence so far, including a recent survey here in Gippsland, appears to indicate that careers educators have only a very marginal influence on occupational and career choices. By far the most influential agency appears still to be the family, relatives and friends, the primary network around the child.

Whatever the reason, there doesn't seem much point in ignoring the fact that careers education has taken hold in our schools. What we must do, however, is try and look critically at what it really can do, and what is a realistic assessment of its function.

One gets the impression sometimes that career education is the new bandwagon in education, one of the few areas which offers some prospects for expansion in education. While that may have an obvious appeal to teachers, there is a need to establish first whether such a service in schools is in fact of benefit to the student. Let me add here that I am not questioning the motivation and dedication of the many teachers who are engaged in some form of career education. What is a question is the effectiveness of it. Is it to provide a career for teachers or to inform and counsel young people about to leave school? There is no time to explore all the ways in which career education is organised in schools, but I should imagine that during this conference you will have a critical look at such questions as:

- Is not career education the responsibility of every teacher?
- If so, should not the whole curriculum be affected, rather than add yet another subject to the existing plethora?
- Are we clear that we have the same understanding of what career education means?
- Are teachers the best people to be responsible for career education?
- Should careers education be a part of the curriculum, an optional or extracurricular subject or a guidance service?
- Is there any way in which we can achieve co-ordination of careers information? There are strong suggestions that there is an impressive amount of duplication, with everyone wanting "their own thing". If bombarding young people with paper, or referring them to all kinds of printed materials constitutes

careers education, one wonders what effect it can have.

- Can the historical barriers between secondary education and TAFE be overcome so that a genuine and co-operative effort can be made to smooth the transition?

- The rationale for careers education is often stated as providing young people with real choices, expanding their career horizons and avoiding the haphazardness of the past. Does this conference think that that makes sense under prevailing conditions? Is there any likelihood that careers advice will actually achieve "better" results? In a recent paper by the W.A. Department of Education, it says:

  "It is likely to be a disservice under any circumstances and especially where no extended or follow-up counselling is provided, to present to a young person a proliferating range of options, and a welter of information about vocational and career choice".

PARENTS

As mentioned earlier, research evidence so far suggests that the primary group around children exerts the greatest influence on their career and vocational choices. This is so, despite the profound changes which the Australian family has undergone during the last quarter of a century.

The same holds true more generally in education. Where there is a supportive home environment, children are much more likely to perform to their ability than where that is lacking.

For some reason or another, educationists have never taken advantage of this, in the interest of their students. The gulf between the "professionals" in the school building and the parents has not narrowed very much.

From available information, it appears no different in respect of career education. At best, parents are informed, but there is little real, meaningful involvement of parents.

Assuming that most parents, or those in the primary network around the student, still have a genuine interest in his or her future, it is important that their role and influence are recognised by those who professionally try to assist their children. If all parties involved can reach some consonance in their efforts for the young people involved, they would at least avoid conflicting advice and the confusion this creates in the minds of unexperienced youngsters.

STUDENTS

They are the meat in the sandwich. The bewildering problems of adolescence coincide with those of leaving the protective environment of the school and moving into a totally different world where they have to learn new rules and where their school experience is hardly the most reliable guide. In terms of human relationships, behavioural patterns and styles of communication, they are on their own.

They are increasingly forced into the situation where society asks them to make decisions at ages where they cannot draw upon experience of their own. Often, they have no realisation of what it means to start at the bottom, to have to accept instructions from almost anyone else and do what one is told to do without arguing the pros and cons. The age factor works against the early school leaver. The changes in teaching and learning styles in education with the much greater emphasis on inquiry, choice and discovery have widened the gap with the world of work where the demands for performance and structured organisation dominate. Resilience and adaptability are probably the most important needs for these young people in this transition phase, more so than theoretical concepts and high expectations. The harsh reality of the current and the foreseeable labour market situation make personal attributes as significant a factor as formal qualifications and achievement in academic subjects. As my time is running out, I have to restrict myself to some concluding remarks. One can easily elaborate further on any of the issues which have been touched upon or which have not even been mentioned.

The title I was given for this address, "From the Stop-Gap to the Long-Term", implies two things. First, that all the measures taken to date to deal with transition issues and youth unemployment have been of the "stop-gap" or band-aid kind. Few would disagree with that, I think, whether it be applied to the various ways in which career education in schools has been developing, the special training and other programs for youth, or labour market responses.

Second, that the reference to the long-term means more deliberate and comprehensive policies and action as distinct from the situation to date. No doubt, that is what all

Australia is looking for, not only the participants in this conference. To what extent that is feasible, is quite another matter. I certainly cannot give my indications in respect of the policies and measures which are strictly economic. The picture there is so complex that even the experts at the highest levels - here and equally so in many other comparable countries which are experiencing the same problems - have great difficulty in advising national governments on what directions to take.

I believe that there is a great danger in looking at the issues in a simplistic way and to expect simple solutions. Any reflection on what has happened and is happening in this country - and others - must lead to the conclusion that we are in an era of fundamental economic and social change. The answers of the past are no longer adequate or effective. We need to be much more imaginative than was necessary earlier when the pace and nature of change were quite different.

As far as education is concerned, it cannot create jobs or directly influence the structural changes in the economy and the labour market. It can, however, make significant contributions in its own sight. I would see these as follows:-

- Critical analysis of how the schooling system is attuned to the changing world outside the school, with a view to modifying or re-structuring our schools. I can see no reason why educationists should take a defensive position every time criticism is voiced. Let us acknowledge that we will never have an ideal system which satisfies everybody all the time. We cannot sit back, however, and point to past achievements when there is genuine concern throughout the community about substantial numbers coming out of school ill-prepared, unmotivated or with attitudes to work which constitute effective barriers in their search for a job. We need to be prepared, and seem to be so, to look critically at our efforts and find ways to improve them. Such analysis goes further than only secondary education. Would anyone here disagree that a child who at the end of primary school has not reached the functional command of language and numbers appropriate for that age, has little or no prospect of being able to participate successfully in secondary education? I would suggest, therefore, that policies and practices in both primary and secondary schooling might be examined at the same time. The purpose would be to satisfy ourselves that what is being done is adequate or that we need to modify our goals for the benefit of the students.

- Caught up with that analysis is the relationship between secondary education and the post-secondary sector, particularly Technical and Further Education

(TAFE). For the majority of secondary students, formal skill acquisition and higher qualifications lie in the TAFE area, but the communication and co-operation with TAFE is often non-existent. It could be of tremendous benefit to the school leavers if this linkage had more reality and meaning for them, other than as a channel to apprenticeships and the recognised trades.

- Career education in all its forms and manifestations. We are all groping for the right way to do this but there is so much confusion which must transmit itself to those whom it is intended to benefit. Can we find ways by which we can provide the students with the most effective service, <u>when</u> it is most relevant to him/her, and <u>involving all parties</u> involved in the process?

I can only leave these thoughts and questions with you to debate. My task was to be provocative and stimulate discussion. I hope that you will arrive at some answers to the many questions which surround the area of transition from school to work, and wish you a very successful conference.

SCHOOL TO WORK TRANSITION - THE ROLE OF WORK EXPERIENCE PROGRAMMES.

PETER COLE.

This paper addresses itself to the question .... Is work experience a new approach to curriculum development or is it simply a way of doing something different while leaving the system unchanged?

I believe that what I have to say may confuse, offend and anger some of you here today. That is not my intention.

I am greatly impressed by the rapid developments in work experience participation and realise that many work experience teachers are working under conditions that severely hamper them maximising the benefits of these programs. Many programs are operating in schools where the staff are hostile to the idea; many teachers don't have the time or facilities necessary to meet the needs of their students; and others are in geographic locations that make employer contacts difficult. The result being that most programs are not operating along the lines that the co-ordinator thinks best but are functioning under conditions of significant compromise.

It is also not my intention to condemn work experience. Quite the contrary, I believe that work experience programs have the potential to radically change for the better the sorts of institutions that schools are, and that they could be in the vanguard for educational reform within Victorian schools.

At present there appears to be great confusion over what exactly should be done to assist students to make the transition from school to work. It is generally agreed that schools are insular and that they restrict the opportunities of students to gain a broader perspective of their community. Increasing retention rates at school also mean that students are being institutionalised until their late teens. They are then thrust out into the world of work with little knowledge of whether or not their educational pursuits are appropriate to their 'post-school' experiences.

'The absence .... of a carefully considered decision in the selection of a career is just not a result of the present economic climate and the high rate of youth unemployment - it is much more related to the inability of a 15 or 16 year old to select a place for herself in a world she has had little experience with and has in fact been carefully sheltered from'.

(Pam McClure)

DO NOT TAKE THIS DAY 26

HOW HAVE SCHOOLS ATTEMPTED TO RESOLVE THIS PROBLEM?

INTRODUCTION OF CAREER EDUCATION TEACHERS

The whole area of transition from school to work, like the Migrant English problem or the other 'too hard' problems, has been landed at the feet of the careers education teacher. By the appointment of one person whose concern it is to focus upon a particularly complex educational issue, the rest of the staff are able to absolve themselves of any further responsibility in this area. And the careers teacher shoulders this burden and sets out single-handedly to prepare students 'for the whole broad pattern of life beyond school'. And who could take issue with the objectives of careers teachers when they include such things as:

- students will have the opportunity to increasingly develop awareness leading to a realistic self assessment of their own interests, abilities and values;
- preparation of the pupil for the transition from school to work;
- to expose parents and students to as wide a spectrum of career opportunities as possible;
- to develop a positive self-concept.

The problem is, however, that most schools, let alone careers teachers, either do not, or cannot achieve these objectives.

One of the reasons for this is that the implications of the above objectives are either ignored, or not perceived by many people working in this field.

Teachers who advocate the introduction of careers education without examining the causes of the current student disenchantment and disillusionment, and who do not see the need to radically change the nature of schooling, are very short sighted.

As with all complex issues, the problems faced in the transition from school to work are a reflection of societal forces: forces that demand that schools are large and hierachically organised.

forces that decree the real task for educators is to instil discipline, conformity and the maintenance of the status quo;

forces that decry any attempts at involving students in the

issues that perplex society;

forces that increasingly see education as synonomous with credentialization.

Unless teachers are conscious of, and take steps to ameliorate some of these forces, then they will be working in an environment that is at variance to their aims, or that is counter productive to them achieving their aims. This is the main point I want to stress.

Thus school organization and curriculum needs to be examined closely. To what extent does the school provide experience that enable students to develop maturity, self-discipline, confidence and a sense of worth? (Vital preconditions for a person about to enter the 'adult world'.)

To what extent does school organization enable teachers to know students well? Are you in a position of being able to assess all your students needs, know their weaknesses and strengths, have their trust, advise them about future options, report on all aspects of their academic and personal development? If you aren't able to do all this, is there somebody who can? If there is not, you are failing many of your students and are in no position to adequately cater for their individual needs. If you work in a large school it is most likely that many of your students are alienated. You also need to examine the extent to which teaching styles fail to tap student's potentiality for decision making, the influence of external exams on how you can respond to student needs, and the way classroom bound lessons isolate students from 'real life' experiences. Clearly schools must reorganise so that teachers can get to know their students well (mini or sub-schools) and teaching styles must encourage students to participate in decision making processes and curriculum development. The task is not easy. But just because it is difficult doesn't mean school reform can be ignored. Without it, we are all working in environments that are responsible for our careers education objectives being 'impossible goals'. Too many of us feel secure in the illusion that we can perform a useful role dispensing vocational pamphlets, counselling 500 students and teaching careers education lessons. We are merely perpetuating the falsehood that careers education can be taught in a structured program of a theoretical nature within a traditionally administered and organised secondary school.

THE ROLE OF WORK EXPERIENCE

Having said all the above I suppose I have really answered the question - "Is careers education a new approach to curriculum development or is it simply a way of doing something different while leaving the system unchanged?"

What then is the position of work experience programs? To me, work experience is part of the change process. It is an indication that schools recognise the problems created by isolating students from the world of work and are open to strategies that help them tackle this problem of school to work transition. However, if we are to examine the extent to which the potential benefits from work experience are being reflected in schools, we need to look at the objectives and then compare these with the reality of the situation within most schools.

The following objectives emerge as those most commonly described by work experience co-ordinators when reporting on their programs:

- to break down the barriers between school and work;
- to give students knowledge of a variety of employment fields;
- to help students gain a greater knowledge of themselves thereby enabling them to make a more realistic assessment of their abilities;
- to provide new aspirations for the less motivated;
- to heighten awareness of the role education plays in future vocational pursuits;
- to involve both parents and employers in the school to work transition.

Thus, it is generally considered that work experience assists students in the transition from school to work by reducing some of the barriers between life at school and the broader community.

The barriers that work experience programs attempt to over come include:

- student isolation from the realities of the work environment;
- the inability of students to evaluate their personal strengths and weaknesses and relate this knowledge to occupational aspirations;
- the failure of some students to gain self confidence and social competence because of the school environment;
- the limited opportunities for parents, teachers, employers and students to contribute to each other's understanding of the school to work

transition process.

If schools are serious about achieving the above objectives then it seems to me that the following assumptions about the school and work experience programs are valid.

I would assume that:

1. Students would participate in several work experiences.
2. The types of experiences would vary greatly not only in terms of occupation area but also in terms of the skills required to function in this job area (technical/social/character traits) etc., the physical conditions (plush office suite/ noisy factory), the degree of responsibility required, etc.
3. Students are encouraged to analyse the tangible (pay/promotion/conditions) and intangible (job satisfaction/power/sexism/areas of values conflict) aspects of employment.
4. The school has a mechanism for ensuring protracted employer, parent, student and teacher dialogue so that each gain insight into the others values and aspirations, etc.
5. That schools are willing, and in a position to, respond to students needs so that positive experiences are reinforced by the school and not negated.
6. That schools are open to curriculum change and are seeking ways to respond to the new problems facing school leavers.
7. That teachers are in a position to tailor each work experience to fit the unique requirements of each pupil - some students require confidence building experiences; some need to be exposed to a broad range of job options and others need the challenge of being placed in a job that is very demanding of them.
8. Schools recognise the fact that work experience is a valid educational tool and are able to utilise this tool when they and the student think it is appropriate. This could be at anytime throughout the school year.

I could go on, but the above sufficiently illustrates the assumptions inherent in many of our work experience program's objectives.

THE REALITIES OF THE SITUATION IN MOST SCHOOLS

1. Students are only given one chance to go on work experience.
2. Students are not free to indicate the most appropriate time for work experience, but must go out when the school decrees, or not at all.
3. Students are insufficiently counselled so that the potential benefits from the experience are minimised rather than maximised.
4. Decisions about what experience is best for a student are often made without consultation with the student or without the teacher having sufficient knowledge about the student's academic and personal attributes.
5. School staff are totally un-involved in the process and fail to benefit from the opportunity to know more about how adequately their students are equipped for life after school.
6. Work experience has no carry-over effect on the rest of the school. The bulk of teachers are still teaching without giving any consideration to the relevance of their program content and the appropriateness of their teaching style.
7. There is little, if any, dialogue between employers and the school. Schools and employers continue to hold their unchallenged value positions, often based on mis-information, regarding the sorts of attributes students should have, leaving the student to bear the brunt of any mis-matching of expectations.
8. Parents are not involved.
9. Traditionally organised secondary schools by their very nature, alienate students, label students as failures, make students dependant, encourage competition rather than co-operation, and provide an environment that negates any efforts to assist students with the school/work transition.

Clearly, work experience as it is presently practised in most schools is simply a way of doing something different while leaving the system unchanged. Inherent in the points made above are recommendations about the way I think schools should change and the role I think you should be playing in initiating some of these changes. I am not suggesting that the solution of the complex educational problems that face us as careers teachers is easy; however some indications of the kinds of directions we could be taking are available from individual schools that have been constantly addressing themselves to the

problem of 'relevance' and 'purposes of schooling'.

OTHER INIATIVES

Some schools have organised work experience for teachers, the principal aims of which are:

- to give teachers insight into the experiences of the young people entering the working life, with a view to them relating more closely their teaching to the practical needs of adult life;
- to provide teachers with a better appreciation of the educational and other standards employers expect their young entrants to attain;
- to bring about a greater understanding between employers and teachers which would help improve the value of a students final years at school.

Other schools have entered into prolonged discussion with employers, (Commonwealth Employment Service) officers and tertiary institutions, examined prevailing employment opportunities, and responded by setting up courses of varying lengths that aim to prepare students for a specific employment area. These courses are broad enough in content to allow students to examine other options if they so desire. Work experience is built into all these courses.

Another group of schools have jointly set out to gather additional material about the environment their students will be entering. They employed a teacher's aid to fulfill the following tasks:

- establish and maintain contact with the local branch of the C.E.S. and with local employers;
- follow up local school leavers, recording details of employment, training or unemployment;
- collect information gathered from school sources, to identify local employment trends, and the particular needs of local employers;
- furnish the schools with the above information and to liase with teachers so that all levels of curriculum may relate more realistically and fruitfully to current employment patterns;
- establish local contact for work experience programs co-ordinated between the schools and to assist in the implementation of these programs;

- collect and collate information concerning the job aspirations of local students and pass on such information to prospective employers.

The following example is taken from a program I saw in operation in a South Australian High School. The school has a range of programs designed to assist students make the transition from school to work, unemployment or further study. One of these courses is the Transition Class. The Transition Class is a six week 'crash course' for students leaving school during the year. The course was thought necessary as some 20 - 30 students 'drop-out' during the school year, not because they are going towards something important, but because they want to get away from something they find unsatisfactory. The course is aimed at Year 10 students, many of whom are 'low achievers' and dissatisfied with school, and it attempts to revise and re-inforce 'some of the things supposedly learned earlier, making clearer the relevance to students, and doing it at a time when their motivation is likely to be higher than at any time.' Students are withdrawn from their normal program and are admitted to the Transition Class on a full-time basis. Entry to the class is not automatic and students are counselled thoroughly about their objectives and parents must give their permission for the child to be admitted to the course. The course aims:

- to ease the transition from school to work;
- to assist students select a suitable job;
- to lay a groundwork for responsible citizenship;
- to increase the students independance and usefulness at home;
- to enable students to use their leisure and holiday time more effectively.

The course content includes career guidance, work experience, communication skills, basic maths, home management/home maintenance, financial management, motor maintenance, typing, community services.

In describing the course, a teacher at the school had the following to say:

> "A six week crash course is not going to be the complete answer, but it may help to make the transition from school to work easier for some, it may motivate a few to 'hang on' at school, and it may encourage teachers to consider the problem and perhaps adapt their own courses or teaching techniques."

Let it be said quite clearly that this course is not a

substitute for relevance in all courses, nor is it a substitute for an adequate school program of career guidance.

I see the course being justified on several grounds. Most importantly, I believe that it will fill a need for some 20 - 30 students a year. Secondly, I see it as perhaps clearing the way (a mini-model) for longer courses, emphasising relevance for real life rather than prolonging academic preparation that is sterile for many of our students. Finally, I see it as having some carry-over to other courses, in that it is a constant reminder to teachers of the need for having a purpose in what we do, and for making connections between what we learn in school and what we do outside it.

One final question : How do we evaluate the success of the course???

By the number who take the course ??

By the number who find employment quickly ??

By the number who provide positive feedback sooner or later ??

Or by the number who do not come back to vandalize the buildings at the weekend ???

I suspect that the answer has little to do with numbers, but I don't really know what the answer is. It may be that, like teachers everywhere, you just keep trying and 'hoping that something clicks for someone'. (Taperoo High School, S.A.).

SCHOOL-TO-WORK TRANSITION : AN INDUSTRY VIEW — MALCOLM KING

INTRODUCTION

As I am a comparative stranger to you, may I take a minute to declare my interests, and define the background from which I speak.

My first work experience was as an engineering apprentice for five years. This was very much of my own choosing. In parallel with that I qualified for a Technical College diploma in Mechanical Engineering, and then a full time degree in Mechanical and Electrical Engineering.

For some years I was then involved in technical trouble-shooting in industrial processes, leading on to designing, building and managing factories, mostly for making building materials. This eventually led to managing a diverse organisation with about fifty factories all over Australia, employing several thousand people and selling goods worth well over $100 m. p.a.

More relevant to the purpose of this gathering, the job involved recruiting and training of staff of all ages and kinds; and I am still closely involved with personnel and industrial matters, career development, environmental and social issues.

Because of, or in spite of that background, I regret to say I probably bring a fairly restricted perspective to the very broad issue you are discussing today.

Clearly I cannot speak for all employers because whereas my experience is in manufacturing in Australia, there are many other employers involved in retailing, transport, banking, service industries and so on whose perspectives must be different. So however concerned I may be as an Australian citizen and parent at the intractability of the transition problem we are wrestling with, I can only make a limited contribution. However, I do so very willingly.

The transition from school to work is a singularly difficult subject to come to grips with.

I suspect one reason is that it is because one could be trying to look for some kind of general rationalisation from what is really a vast number of individual experiences which do not lend themselves to generalised analysis.

DIFFICULTIES AND NEEDS

It may help to explain, if I identify some of the difficulties:

One can identify at least three large elements or groups in the situation:

(1)	school leavers	) plus parents acting
(2)	employers and jobs (work)	) overall on each
(3)	teachers and education systems	) group

Each of these groups subdivides, naturally, into many factors e.g.:

(1) school leavers -

these may be of a range of ages, ability, standard of education reached, regional location, ethnic background;

(2) employers and jobs offer many different kinds of interests -

these may be in manufacturing (heavy or light), finance, marketing, public service, academic, transport; calling for many different kinds of skills and expertise and may be even of temperament. Needs for skills - manual, verbal, written, computation;

(3) teachers and education -

may be classical, technical, commercial, manual, artistic.

So, for a start, we are faced with trying to match a great diversity of needs and wants between job-seekers and job-providers, with a relatively poorly developed, poorly managed communication system between them - a sort of no man's land with not much to guide the parties from either side wanting to make contact.

That may be a rather bleak prospect but I suppose that that situation must have been explicitly or implicitly the motivation for this kind of a conference.

The basic need is for a matching process, whereby the individual decides what sort of activity is appropriate to him, and finds a job that incorporates this activity, and develops appropriate skills. Some of the strategies for meeting this need are as follows:

- Diagnosis. A useful starting point is for educationists and parents to assist the individual in stating what his normal daily activities are, e.g. association with others in co-operative activities, people-oriented or technical-oriented; or works alone, reading a lot; or working with hands. Starting in this way helps keep the next stage practical, namely statement of aspirations.

- Selection. It is often more practical to decide what sort of activity does not suit the student, than what does.

- Demonstration. Once students have a feel for the sort of activities they need, (or must avoid) they may group themselves and look at possible employment areas. In this way the prospective employers may now realistically show to groups of students, representative jobs for them to consider.

Thereafter the process in a cyclic, adaptive one, with each student developing increasingly valid concepts of what role may be suitable and what skills are needed to enter it.

The first point arising from this is that we are matching individuals and ways of life, and it must be bewildering for students to view the whole employment area, and vice versa. The parties need a marriage broker, to narrow down the options, the broker is a two-headed "education/industry" pair of people.

The second point is that, whereas many people base their analysis on skills, disciplines, professions, etc., I start from interests, desires, or whatever you call the areas of interest of individuals. These precede skills, and indeed usually influence or induce skills.

Another problem I see is that any one individual, or even a group of individuals, whether student, or teacher or employer, may only have the opportunity to be familiar with one part of this massive, ill-defined, amorphous area.

There is an Indian story of a number of blind people trying to form an idea of an elephant with each touching and describing only one part of the beast - legs, trunk, tail and so on and describing what they feel. Without being too pessimistic or carrying the analogy too far we (all of us) seem to be in somewhat that kind of situation, where each of us knows something about part of the elephant, but the comprehension of the whole is very vague and probably misleading - and a poorly defined base for planning.

My part of the elephant then, the part I know best from experience, is employment in diversified manufacturing - the growing, harvesting and processing of cane to raw sugar (mechanised farming), bulk storage and transport of raw sugar around Australia and overseas for further processing to white, refined sugar - with attendant financing and marketing issues; and working with governments, and independent farmers.

Then there is large scale production of minerals mostly by open cut, earth-moving type operations, again with bulk handling, transport, storage - financing, marketing - social, industrial, and community problems of establishing and living in areas remote from large cities.

There is large scale manufacture of many kinds of building materials, building boards, cement, concrete.

These operations take place all over Australia in many, relatively small operations. So there is necessarily a lot of decentralisation, devolvement, delegation of authority, with the demands that that way of working makes on the individual.

There is close contact with a number of unions, again to a fair degree decentralised, but with a need to co-ordinate company response to unions having national coverage so that there is consistent policy and treatment of employees. Similarly personnel, recruitment, training policies need co-ordination.

My purpose in that brief sketch of operations is principally to illustrate the diversity within just <u>one</u> employing body.

When you consider there are many such employers and in quite different industires - retailing, transport, banking and so on; and then the whole area of public service (a huge employer overall); the field of health care; academia and teaching, one can perhaps be excused for being daunted somewhat by the magnitude of the problem of matching aspiring employees and potential employers.

The green paper on manufacturing industry and Professor Wilenski's recent review of the N.S.W. Public Service are two careful analyses of large employing areas, undergoing severe problems of change. So that in talking about school-to-work transition we are to some extent talking about moving targets at the work end - and maybe a moving or changing base also at the initiating end (the school leavers).

May I also quote what seems to be an example of a parallel problem, which may help to identify the nature of the problem, (the diagnosis so to speak), and which may help to point in the direction of possible solutions. My example is simply the problems in Australia of assimilation of migrants into the work force.

My reading of that situation goes thus:

In the immediate post-war years there was a big demand for production of goods of all sorts - to catch up a backlog of material shortages - and there was a massive labour shortage. So Australia brought to Australia all sorts of European migrants (the 'Balts'). Over the next twenty years or so the average intake was about 100,000 p.a. and very roughly half were British and half "others". I remember in the late 40's and early 50's, a comprehensive system of migrant camps, migrants hostels, language teaching classes and so on.

The proportion of migrants in our metropolitan factories then rarely exceeded 25% - we had a choice (we don't today - but that is another matter). In some of our then remote areas the proportion of migrant employees would have been much higher than 50% - but this was exceptional.

We move forward twenty years during most of which Australia had the resources and seemed to be coping with the education and assimilation of migrants. (This coincided, of course, with the steady growth, low inflation of mid 50's to mid 60's). Then, as it seemed, relatively suddenly there arose severe problems of dissatisfied work force, disadvantaged migrants, the proportion of migrants in the work force in many factories is 70 - 80% rather than 20%, there is an oil crisis, rapid inflation and a whole raft of intransigent problems.

I have chosen this less complex example of migrant education and assimilation because it seems to be symptomatic and a microcosm of the larger education and transition problems for our school leavers.

What changes occurred between the 50's and 70's to give rise to the problems?

During the halcyon, low inflation 60's when steady growth was occurring, the problems and costs of assimilating school leavers and/or migrants were supportable. And a substantial system for planning and managing assimilation was built up.

With inflation, nearer-to-equal pay for women, compression of wage scales, economic pressures, the ability to pay for costs of training the untrained and unskilled have been harder for

industry to bear. More cost has been thrown back onto the general social system. And the "assimilation system" was allowed to disintegrate.

Let me look for a moment at another aspect of the migrant example. Because migrants are already employees, on the pay roll, and industry has an investment in them there is an incentive to help them to be more effective. So language teaching has been revived - after a lapse of maybe 15 years. But industry does not have the same investment (and thus does not have the same incentive) to assist school leavers in their assimilation problems.

(As an aside let me say, without prejudice, that the kind of migrants, country of origin, standard of education, degree of skill, has changed a lot in the past ten years compared with thirty years ago. Because of gradual rise in living standards in Europe, Australia is no longer as attractive to migrants of the general educational standard of 20/30 years ago.)

EXPECTATIONS

Let me draw another illustration from the industrial field. At the beginning of the 70's with the Australian mineral boom in full flight, and strong demand for agricultural commodities, the expectations of the work force were deliberately strongly encouraged by all sorts of leaders. Combined with very low unemployment, this led to wage demands that were only weakly resisted by employers - and there was a great rise in living standard and material prosperity.

But when Australia fell on harder times after 1974, it really took several years before the work force generally could accept that the expectations it had been conditioned to expect, were no longer realisable. I don't say this in any critical way - the key point is the conservatism of human nature and reluctance to accept lesser expectations.

The parallel of course is that our children have been led - by us very largely - also to have high expectations. And are bitterly disappointed now when they are not realised.

BALANCE

The balance between a glut and a drought is finer than many people think.

In many commodities traded world wide - things like sugar,

copper, iron ore, wheat - 5% more or less in total world production or consumption makes an enormous difference. It makes the difference between prosperity and recession, between ample work and unacceptable unemployment.

Dickens put a finer point on it with Micawber's simple economic philosophy of income £1, expenditure 19/11 which was bliss; and income £1, expenditure £1/0/1 which was misery.

While unemployment of young people, and the resulting intensification of the school-to-work transition problem, is common now to many western countries, in Australia the problem seems aggravated by a "bulge" in the numbers now attaining work force age, coinciding with severe constraints on the ability of the work force to absorb more.

I am not arguing that the problem is going to cure itself in a few years with smaller numbers of teenagers, but it should become less acute.

I suppose I am saying let's work on the problem but don't over-react so that we find ourselves with the reverse problem in a few years time.

UNIONS

From time to time in discussion about the transition problem one hears reference to the desirability of the unions playing a helpful, facilitative role.

That is a proper issue to raise. I can't speak for the unions, but I can speak from observation.

A prime concern of unions is to serve their members. Their members are people who <u>have</u> jobs (mostly).

Furthermore most unions have fairly limited financial and people resources and are really stretched to perform their basic, every day industrial tasks related to existing members and current problems.

However sympathetic unions and unionists may be to problems of unemployment, transition, training for entry into the work force and so on, their first priority is to serve their members and the next I think is to look to the training of their own officials.

Perhaps I under-rate the resource and capacity (but not the sentiment) of the unions to help. But it is no good looking for help to those unable to give it.

And I have doubts as to the capacity of unions to respond.

HOW DOES ALL OF THIS THEN RELATE TO SCHOOL TO WORK TRANSITION?

There is some parallel I suppose between a migrant pulling up roots and moving from one culture to another; and a school student moving from the school culture to the "work environment". It is a pretty drastic and disconcerting change - it is not as gradual as one might see it could be. The migrant does not "prepare" for the transition - it has not been foreseen or planned. There is much less excuse for lack of preparation and planning for the transition of school leavers.

This argues for more conscious planning and preparation of students for the transition phase.

Another aspect is that with the rise of the recognition of the importance of the individual, of people having a say in decisions affecting them, that this has led to the education system and industry each developing in what each sees for itself as a satisfying way, without much regard to their areas of mutual interest and dependence.

The knowledge explosion, and the idea of educating to produce well rounded citizens, with broad interests has proceeded along its logical path of development, without necessarily sufficient regard to the sort of work environment in which people being educated were likely to be employed (if at all) to earn a living.

At the same time industry generally has been beset by economic tribulations and while seeing the need to become more participative and democratic in its decision making processes, has been obliged to look for employees who could most quickly, readily and economically contribute to the effectiveness of enterprise.

In a few words that seems to be saying that the education system has been heading more in the direction of producing generalists, while industry has been forced to look more to find specialists.

THE "GAP"

This refers to the difference between what employers would like to have and what they see themselves as receiving ex school.

And ditto what students would like.

The employer sees himself receiving either:

- those who need to be nursed, advised, directed each step of the way; afraid or unwilling to show initiative or step out of line, or;
- those who want their own paddock without preparation, advice, experience; want to take decisions without reference to any peer or boss; and don't see much need to report back or account for delegated authority.

The employer wants recruits who have common sense, judgement (knowing it may take some time to acquire - but some seem innately better than others), initiative and sometimes (bless us) creativity or inventiveness.

It is curious maybe that the defined employer wants are all rather intangibles, not too easily identified by the education system.

That very rough analysis may be unduly superficial and you may reject it. However that may be, I think there is a wider gap now than ten years ago between the employer's perceived needs and the sort of student being offered by the education system. Both sides have become more specific and more determined in their demands.

And irrespective of the accuracy of the analysis I think the kind of action indicated would be much the same - that is, to look for consensus, to have a plan, a system and an organisation to manage the transition.

With a good deal of hesitation, reticence and reluctance at contemplating yet another consultative/planning group it really does seem to be indicated. How else to bring together these apparently diverging ideas.

How else to satisfy the unhappy situation of the school leaver, educated to do many things other than the things most likely to be asked for.

There are of course a number of agencies established in the "transition" area and they are not to be overlooked:

- The National Training Council (Chairman - Peter Derham). I think this is largely oriented to trade and apprentice training needs of industry - more than looking at preparation and transition. But perhaps its scope could usefully be broadened.

- Enterprise Australia - doing a little (embryo) by way of providing very short term introductory work in industry for school leavers.

- Technical Colleges. S.Y.E.T.P. ?

- Link courses.

- A number of employers carry out regular annual programs of talks and interviews with school leavers to try and give a picture of what to expect.

- Employer "induction" procedures.

That is a random, rather than a comprehensive list. But it indicates there is a base on which maybe a better structure could be built.

As to what more can be done - the Confederation of Australian Industry (representing the main body of industry employers), the Australian Institute of Management, and the Chambers of Commerce are logical bodies to take up the role of explaining industry to school leavers. Those bodies (somewhat like the unions) tend to be caught up by pressures of more immediate problems such as industry protection, industrial disputes and other survival issues.

But proper handling of the school-to-work transition is a long term survival issue for industry and it is therefore worth seeking to involve those bodies in ways of managing solutions. And (unlike the unions) I think those industry bodies do have and can afford some resources to devote to the purpose.

I am not claiming to speak for those employer agencies. But I am involved with two of them in New South Wales, and as a result of working on this paper I have formally brought to the notice of those organisations the question of their closer involvement and participation in the transition problem.

COLLABORATIVE EFFORT IN CAREER EDUCATION - A DISCUSSION PAPER.

GAYE HART.

The aim of this paper* is to stimulate discussion about career education and to identify the problems and potential of a collaborative effort between the business-industry-labour community and the education system in implementing career education. Attention is focused on the business-industry-labour sector of the community not because that sector is more important than, for example, the parent and family structure, but because the particular purpose of the conference on school-to-work for which this paper has been prepared has, as one of its objectives, to establish dialogue between two particular sectors of the community, i.e., education and business-industry-labour.

A difficulty in preparing this paper stems from the fact that I write from the point of view of an educationist. On at least two occasions in the immediate past I have been reminded that whilst educators talk about community involvement in education, rarely do they involve members of the community in the planning, processing and implementation of ideas. It is my hope that through an attempt to establish a common understanding of career education, the career development needs of students may be met. This involves the identification of both the problems and potential of a collaborative effort by educationists and the business-industry-labour community.

---

* This paper was distributed to a wide cross-section of teachers and employers during May 1978. It was used as a discussion paper to stimulate interaction between these groups.

INTRODUCTION:

In recent years the Australian education system has been subjected to much criticism. Much of this criticism has been directed towards a perceived failure of education to help students understand the changing relationships between education and work. The criticism tends to manifest itself in a general call for educational change. Career education represents one clear response to the call for change, the process of career education seeks to involve the broader community as well as the system of education, in ensuring that the school curriculum is relevant to the needs of individuals and society.

Having recognised that career education represents an attempt to better correlate the increasingly complex relationship between education and work, the prevailing question is one of "what to do?". A spontaneous reaction is to suggest an alternative system of education as a solution. In view of the positive achievements of the education system over many decades this would seem to be a tragic mistake. It would be much better to refocus our current educational system on goals reflecting changes in society whilst at the same time meeting the needs of the student as an individual.

In doing this, there will be no ultimate benefits if either educators deny the needs and suggestions of the business-labour-industry community, or if the business-labour-industry community maintains that the education system is totally responsible. For too long the respective sectors have tended to blame the other for the perceived deficiencies. Sometimes, both groups have tended to blame those least responsible for the problem, i.e., the students. In any event, students have been largely denied the potential benefits of a collaborative relationshib between the school and the community.

The time has arrived when the education system and the community must sit with each other (rather than across the table from each other) and determine:

- the contributions the education system can be reasonably expected to make in redefining its role and its goals;
- the way in which the community can collaborate in educational change; and,
- the strategies for educational change that can be viewed as appropriate and effective in these times.

Broadly, it must be assumed that it is the responsibility of the education system to ensure that the career development needs of students receive continual attention throughout educational experiences. Similarly, it must be assumed that it is the responsibility of the community - defined in the boradest sense - to ensure that the attention given to this process is relevant to, and compatible with, emerging societal needs. However, before it is possible to further refine and define areas of responsibility and means of collaboration and implementation, it is essential that the sectors share a mutual understanding of the meaning and goals of career education. It would be a fundamental mistake to assume that the education system and the business-industry-labour community share a common language. They do not, and it is therefore important to identify and establish a common language.

THE MEANING AND GOALS OF CAREER EDUCATION

The definition of career education is the common ground upon which the critics of the career education movement gather. No ultimate definition of career education has been forthcoming from either overseas or local bodies. This is not a bad thing. A too-ready definition may have the effect of limiting the scope of career education prematurely. More important than an abstract definition is the ability to recognise career education goals in concrete terms. At the same time, educationists must not glibly pass over the 'definitional dilemma' by putting it in the 'too-hard' basket. It must be appreciated that if community help is being sought in achieving the goals of career education, that community has a right and a responsibility to ask and be told what career education means. The following definitions and comments are presented, not as something finite, but as a basis for discussion, the aim being to establish a common language and mutual understanding.

Definitions and Comments:

When in search of definitive statements, one must refer to the development of career education in the United States and England. This does not deny the existence of career education in other countries, e.g. France, Sweden and Japan; nor does it imply that Australia should attempt to transplant, without caution and consideration, the educational processes and goals of other countries and different cultures. Nevertheless, it must be accepted that developments in education, particularly in England and the U.S.A. do influence the Australian education system.

In 1971, the then Commissioner of Education in the United States, Sydney P. Marland, introduced the concept of career education. Since that time there have been many statements formulated, attempting to define career education. There tends to be a generic element in the vast majority of these statements. e.g., Dr. Kenneth Hoyt has defined career education as 'the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living' (Hoyt, 1975:3). More recently Hoyt extended the definition as follows:

> 'an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilise the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living' (Hoyt 1977:9).

This second definition has the advantage of recognising

career education as a long-term process and of recognising the importance of the broader community in career education.

In terms of presentation, school-based career education in the United States, modelled as it is on career development theory, well summarised in Osipow, 1973, is often described in stages indicating the maturity level of students, e.g.,

Grade/age	Stage
Grades K - 6 (ages 5 - 11)	Career awareness or motivation.
Grades 7 - 10 (ages 12 - 15)	Career orientation and/or exploration.
Grades 11 - 12 (ages 16 - 18)	Career preparation (vocational education and/or preparation for continuing education.

Evaluation studies in the United States attest to the positive effects that career education has had upon attitudes towards work, occupational information, career maturity and self-concept.

Definitions of career education in Britain have been based mainly on the concepts of self-awareness, opportunity awareness and decision making. In addition, Watts (1973) has included the concept of preparation for transition, i.e., 'preparing students for the transition to the post-school environment and for the personal adjustment that will be required'.

There are many differences between career education in the U.S.A. and careers education in England. Careers education programmes in England have been described as being concerned almost exclusively with the 'exploration' stage of career education (Super and Jordaan, 1973). A more detailed contrast has been made by Watts and Herr (1976). Briefly, the differences are as follows:

length - in the U.S.A. career education at school level has been seen as a process starting not at age 13 as it has in England but on entrance to kindergarten and proceeding systematically through all levels of education.

depth - in the U.S.A. the main approach has been to establish career education across all curriculum areas and not to establish it as a separate subject area as has been the case in England.

breadth - the U.S.A. model emphasises 'self-awareness', 'educational awareness', 'career awareness', 'economic awareness' and 'decision making', and these are broadly compatible with the first three elements of the American model - 'beginning competency', 'employability skills' and 'attitudes and appreciation' tend to enlarge upon and to some extent differ from the British concept of 'preparation for transition'.

constraints - the American model tends to be more aware of the constraints which the school environment poses than the British model.

Most attempts to define career education in Australia recognise the material presented above. A fundamental deficiency of some Australian definitions is that they tend to be narrowly concerned with the readiness of the school leaver to enter the workforce. More informed statements recognise the broader conceptual basis of career education. There is, however, a danger that as a result of the growing problem of youth unemployment there will be increased emphasis on that short period when students make the transition from the education system to the outside environment.

The 'better' Australian definitions*:

- adopt the concept of career instead of occupation to reflect both the continuities and discontinuities in the succession of jobs and opportunities that constitute a person's working life.
- recognise that this broader concept of career includes references to work values, paid and unpaid work and productive leisure.

---

* For an examination of definitions and the theoretical supports for career education, relevant to the Australian situation, see: Underwood, K.L. 'Career education: some characteristics and relevance to adult adolescence', in Critical issues in Vocational Guidance. A collection of papers commemorating 50 years of vocational guidance in N.S.W. Division of Vocational Guidance Services, Dept. of Labour & Industry, Sydney, 1976.

- recognise career development theory which addresses attention to the longitudinal and developmental nature of vocational behaviour.

- recognise the contribution of decision-making theory e.g., information required for making decisions, decision-making strategies, and the role of personal values in decisions.

- recognise the need for education and work to be related more meaningfully.

One of the best statements on career education in Australia comes from Victoria. Betty Levy has said:

> I believe career education, in its widest sense, should be an integral part of the school curriculum. This work is not to be confused with the indiscriminate thrusting of information onto the individual, nor is it to be confused with narrow vocational education, but it should be seen as part of a general preparation for making informed and rational career decisions based on as comprehensive a knowledge of the relevant factors as possible. (Levy, 1976: 3-7)

ISSUES IN CAREER EDUCATION

The definitions given above do not provide a simple picture of career education. A pragmatist is well entitled to say, 'Show me career education in action'. A pundit may well say, 'If that's what you mean by career education, I can not see it in the schools'. The cynic will say, 'It sounds like another educational fad'. The impact and adequacy of the response will depend a lot upon an understanding of the issues impinging upon career education. It may be of some help in clarifying the career concept of education, to be clear on what career education is <u>not</u>:

1. <u>Career education is not the same as vocational guidance</u>.

Whilst career education and vocational guidance are composed of a fusion of several activities that are integral parts of a process of exploring, choosing and developing in a career, they differ primarily in practice. Although there has been considerable theorising and some research in the area of vocational guidance or counselling, there has been little change in the actual practice of vocational counsellors since Parson's original proposition (in 1909) that the characteristics of man and job should be matched. Generally, vocational guidance involves some combination of interest, aptitude and personality testing, and the presentation of occupational and educational information and is usually practised on a one to one basis. All these are important to

career education but only in so far as "the prevailing sterility of a talent matching and labour-market serving conception of vocational guidance", (Daws 1976:17), is something of the past.

The developmental ideas of career development theorists have pointed the way to a genuinely student-serving and educational (rather than specialist advisory service) view of what is needed, over a period of years, to developing in young people those insights and maturities that they need to plan their own lives and to discover their own values and commitments. The one-off vocational guidance interview, even if slotted in at crucial decision-making points in a student's life, has been shown to have only limited value: the individual also needs a conceptual vocabulary and a range of experience to draw on (see Watts 1973). In other words, the developmental approach to careers and occupational choices demands that the necessary learning experiences be integrated into the school curriculum. Vocational guidance has a role complementary to career education but on its own is not adequate. Further, it denies the long-term developmental and educational view of career education.

2. Career education should not be an "add-on" to the curriculum.

If greater emphasis is placed upon the importance of education as preparation for work, then the goals of career education will become indistinguishable from the basic goals of education. Only if career education goals are integrated into all existing school subjects can the implementation of career education be effective. Career-oriented content should therefore be presented in all classes at all levels as a means of linking learning with preparation for life.

3. Career education is not a substitute for basic education.

Career education does not deny the importance of academic skills - in reading, writing and computing - but emphasises these as important tools for living and working.

The call 'back to basics' is strong and becoming stronger in many parts of the country - and is often made by the business-industry-labour community. Whether there is a genuine need to re-emphasise 'basics' or not is not being debated here. The important issue to be recognised is that career education does not threaten the acquisition of basic academic skills. Instead, career education can only enhance the teaching/learning process. If subject matter is presented in a manner appropriate to the career development needs of students it can only become more relevant, more meaningful and more purposeful. Everyone knows examples of students who found school boring, who consider they learned nothing of any use and who were not motivated to learn. Fortunately there are also examples of students who, once in the workforce, in an

area of interest, enjoy the adventure of learning and acquire a sense of achievement. As a result of relating school to work, e.g., when a student can see maths in terms of its use by a tradesman, a technician or a professional person, and when the teaching/learning process actively involves the broader community, subject matter can only become more stimulating. The result will usually be greater interest, increased motivation and a stronger commitment to learning.

4. Career education is not the same as vocational education.

Since the term 'career education' was first introduced, widespread confusion has existed regarding the differences in meaning between 'career education' and 'vocational education'. Whilst both vocational education and career education represent means used to attain the goal of education as preparation for work, they do so in quite different ways:

- vocational education prepares interested students for employment in skilled and technical fields;
- career education prepares all students to make career decisions based on what they know about themselves and about the world of work;
- vocational education is one option for preparation for work open to each student;
- career education gives the student, whether professionally or vocationally oriented, the tools to make valid career decisions as he or she acquires new values and as his or her goals are developed;
- vocational education is part of career education.

5. Career education is not an attempt to discourage entrance to a tertiary education.

It is difficult to understand why it should ever have been thought that career education discriminated against further education. Nevertheless the criticism has been made (Grubb and Lazerson 1975) : it has also been refuted in a totally convincing way (Hoyt 1976).

- the concern of career education is with helping all students to make reasoned educational and occupational decisions.
- career education seeks to emphasise the multiple educational opportunities available for use by students in preparing themselves for work.

6. Career education does not mean work experience alone.

Work experience is one of the many - and most popular - tools of career education. In the opinion of many students, parents, employers and education authorities, work experience

programmes appear to be of immense educational and individual benefit. There are also well-known criticisms of work experience. In recent times there is evidence of a growing concern that work experience should be seen and implemented as part of a wider career education programme. Work experience alone cannot achieve the goals of career education. Work experience is not consistent with the goals of career education when the objective of the experience is job placement. Work experience should not be an isolated experience during a school career: it should be used only as a means of achieving educational objectives and should be organised only as a part of a wider career education programme.

7. Career education is not a panacea for youth unemployment.

School leaver unemployment is not an educational problem. It is basically an economic and political problem and any adequate response to it must be economic and political in nature. Nevertheless, if school leaver unemployment is not an educational problem, it is a problem for education. The implications of school leaver unemployment for career education are not clearly understood, and the question of whether schools have some responsibility to prepare students for the possibility of being unemployed remains contentious. Even whilst this debate is taking place it is a fact that some people blame the schools to some extent for the high youth unemployment figures. Put quite frankly, 'passing the buck' will not help the unemployed youth. Perhaps some constructive debate can be promoted by suggesting that the education system can be held accountable for significant contributions to the readiness of youth for employment, i.e., for youth employability. The concept of 'employability' must be seen as distinct from 'employment'. Career education can contribute to employability through including in the teaching/learning process the acquisition of career oriented skills and knowledge, opportunities for clarification of attitudes and values, occupational and self-awareness activities and preparation for the transition process. Career education cannot create employment opportunities; it can however increase the employability of youth.

Before looking at the implications for the education system and the business-industry-labour community, there is one other aspect of career education which must be understood. Underlying the definition of career education is the crucial importance attached to the meaning of the word 'work'. The word 'work' has come to have negative connotations in the minds of many. It is therefore essential that, when used in the context of career education, 'work' has a common meaning.

The following statement is important:

> Work is conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or oneself and

> others. In this context, the word 'work' is distinguished from the word 'labour' by the fact that it represents a purpose chosen by the individual. This definition can be used to cover paid employment. It also applies to the work of the full-time home-maker, the volunteer worker, work performed as part of one's leisure time, and the work of a student as a learner. Its key words are 'conscious', 'effort', 'producing', and 'benefits'.
>
> The single most important understanding to be derived from this definition is its implication of personal meaningfulness for the individual ... The word 'work' as defined here is not a societal obligation. Rather it is correctly viewed as a human right of all human beings ... As used in career education, 'work' is a good word - an individual opportunity, not a societal burden. (Hoyt, 1976:3-4)

IMPLICATIONS

The purpose of identifying the elements of a definition of career education and indicating what career education is not has been to try to establish a framework in which the implications for the education system and the business-industry-labour community can be discussed. For fruitful discussion and identification of appropriate implementation procedures and strategies, it must be accepted that the ultimate goal of career education is to bring proper emphasis to education as preparation for work without detracting from any of education's other goals.

When one looks at the implications of career education two needs stand out - integration and collaboration. Both correctly imply a number of major significant changes.

Integration

The word 'integration' is used to represent attempts, within the education system, to make all subject-matter relevant to the preparation for a lifestyle after the completion of schooling. Most advocates of career education in Victoria recommend that the skills, knowledge and attitudes students receive and develop as a result of career education should not be packaged in a formal career education course. The common recommendation is that they be 'integrated', 'infused', 'threaded' or 'woven' into the content of existing courses in the curriculum. The basic rationale behind advocating integration seems to be that students can acquire the skills, knowledge and attitudes career education seeks to convey and develop whilst simultaneously being motivated to learn and increase the amount of subject matter actually learned.

The significance of the integration approach is that it requires complete curriculum revision; it means a lot of work, a lot of learning and a lot of commitment from teachers. It will not be sufficient just to 'throw in' the occasional reference to careers, to fill in a Friday afternoon period with a 'careers discussion' or to distribute pamphlets. Instead, the demand on the teacher will be to redefine learner outcomes, to present new material and to carefully evaluate progress.

It is not too optimistic to hope that a school will commit itself fully to the concept of career education. It might, however, be more realistic at this stage to think of a group of subject teachers, teachers in one department, or a subject association wishing to integrate career education into the curriculum. Whatever level at which integration proceeds, it will be necessary for the school/department/subject association to:

- acquire a working knowledge of the theoretical and philosophical basis of career education;
- develop a conceptual model of career development with specified learner outcomes;
- identify student needs, including an analysis of student attitudes, skills and knowledge, as a means of determining the focus of programme activities;
- encourage and undertake staff development activities;
- establish evaluation procedures which will ensure the successful implementation of the career education programme;
- be prepared to collaborate with the business-industry-labour community in the development of curriculum and the design of learning experiences.

In brief, the school or the department or the subject association must be prepared to commit itself to providing a spiral of developmental learning experiences designed to help students make career choices wisely.

The fundamental implications for curriculum is that each subject matter area will emphasise the career implications of subject matter. Subject goals will reflect the importance of developing self-awareness, occupational awareness, and the skills of decision making. The teaching/learning process will relate education to work.

Collaboration

The word collaboration has been used to describe the relationship between educators and the business-labour-industry community that career education requires. The use of the word collaboration is in preference to the more popular term 'community involvement'. It is suggested here that something more than an abstract involvement is required. The business-labour-industry community cannot and will not be effectively involved unless it means involvement in decision-making and in policy formulation. Similarly it is suggested that there is a vast difference between 'co-operation' and 'collaboration'. An invitation to co-operate too often takes place after the important decisions have been made. The key is to move from co-operation to collaboration. Collaboration will not necessarily come easily. It will mean a number of significant changes, and change in itself is not easy to accomplish. Collaboration implies:

- a sharing of decision-making and policy formulation processes between educators and non-educators;
- a sharing of credit where career education is successful and likewise a sharing of the blame if things go wrong;
- an acceptance that the world of work and the world of schooling should no longer be separated;
- the conviction that sufficient resources exist now, in almost every community, to help most people understand and capitalise on education/work relationships much better than they have in the past, when various segments of the community went their separate ways;
- compromise - it is easier to work alone than to make the accommodations required when working together.

One might ask whether, given that collaboration is not an easy task, it is really essential to career education. Collaboration is essential for the following reasons:

- the experience required for implementing career education exists in many parts of society and is not limited to those employed in formal education;
- whilst educationists can ensure that learning experiences are consistent with the needs, interests and comprehension levels of individual students, they cannot always provide relevant career-oriented experiences;
- teachers need help with curriculum revision; they need to become more aware of the world of work

outside the school, the career implications of subject matter, and the wide variety of work values and attitudes currently operating in society;

- teachers need help in identifying learning experiences and opportunities which will help students make a successful transition from school to the world outside;

- students need opportunities to gain first-hand experience of the work environment - the resources and facilities of the business-industry-labour community provide the only realistic means of seeing, hearing, feeling and testing;

- the business-industry-labour community needs to learn more about the changes taking place in education and have the opportunity to influence the direction of change;

- the business-industry-labour community needs to better understand the achievements, problems and potential of entrants to the workforce.

It has already been suggested that educators must be willing to collaborate with the business-industry-labour community. A responsibility rests with teachers to identify their 'community', to seek members of that community, to clearly articulate their needs and, perhaps most importantly, to share students with that community. Many teachers will already know the community well and therefore have good avenues of contact. For others the work will begin with their 'selling' the career education concept and, for that matter, their school. The teacher need not always be the initiator. In a collaborative effort it becomes a responsibility of the community to initiate discussion, suggest means of assisting in the teaching/learning process and means of implementing career education. The community must be willing to participate in career education policy formulation and practical implementation. This will require it to:

- understand the nature and goals of career education as these relate both to other educational goals and to other broad societal goals;

- understand why the effort must be collaborative;

- understand how to relate positively to teachers and students in the teaching/learning process;

- examine ways of collaborating effectively.

The collaborative efforts of the business-labour-industry

community might include:

- serving as resource persons in classrooms at all levels of education to help both students and teachers know and appreciate relationships between education and particular kinds of work;
- providing work experience opportunities to both students and those who educate students;
- providing expert knowledge and consultation to educators concerning the nature of work, the changing nature of occupations, learning opportunities in the business-labour-industry community;
- providing assistance to education personnel in attempts to help school leavers, at any level of education, make a successful transition from school to work;
- encouraging educators and educational systems to change in ways consistent with the career education concept;
- assisting teachers to help them relate to subject matter and curriculum content to a particular area of work.

CONCLUSION

One of the aims of career education is to relate the curriculum more realistically to the world of work. To achieve this it is essential that the education system and the business-industry-labour community collaborate. All the necessary resources and facilities of the community must be combined so that through curriculum revision the teaching/learning process becomes relevant to the career development needs of students.

The process of curriculum revision requires that the traditional barrier between the school and the community be removed. The first step in breaking down the barriers requires the establishment of a common language and mutual understanding of the goals of career education. To do this requires that educators and the business-labour-industry community talk together. The second step involves the implementation of teaching/learning processes that are compatible with career education goals. This step requires that educators and the business-industry-labour community work together. The third step involves a joint evaluative role; it requires on-going talking and working together.

This paper is a contribution to the first step. The language,

issues, problems and potential outcomes have been considered but plans and processes have not been presented, it is the responsibility of the education system and the community to collaborate and find and implement appropriate action.

REFERENCES:

DAWS, P.P., 1976. Early Days : A Personal Review of the Beginning of Counselling in English Education During the Decade 1964 - 1974. CRAC Aspects of Guidance Series. Hobsons Press (Cambridge) Ltd.

GRUBB, W.N., and LAZERSON, M., 1975. 'Rally 'round the Workplace : Continuities and Fallacies in Career Education', Harvard Educational Review, 45 (4) 451 - 474.

HOYT, K.B., 1975. An Introduction to Career Education. A policy paper of the U.S. Office of Education. U.S. Govt., Printing Office.

HOYT, K.B., 1976 (a). 'Setting the Record Straight : A Reply to Grubb and Lazerson', In, Hoyt, K.B., 1976 'Defining the Career Education Concept.' U.S. Dept., of Health, Education & Welfare, Washington.

HOYT, K.B., 1976 (b). Defining the Career Education Concept U.S. Dept., of Health, Education & Welfare, Washington.

HOYT, K.B., 1977. A Primer for Career Education Draft 1977.

LEVY, B., 1976. 'Career Education', The Educational Magazine 33 (1): 3 - 7.

OSIPOW, S., 1973. Theories of Career Development Prentice Hall, Englewood Cliffs, New Jersey.

SUPER, D.E., and JORDAAN, J.P., 1973. 'Careers Development Theory', British Journal of Guidance and Counselling. 1 (1): 3 - 16.

WATTS, A.G., 1973. 'A Structure for Careers Education', In, Jackson, R., (ed.), Careers Guidance; Practice and Problems, Arnold, London, 1973.

WATTS, A.G., and HERR, G.L., 1976. 'Career(s) Education In Britain and the U.S.A.' : contrasts and common problems, British Journal of Guidance and Counselling, 4 (2), July : 129 - 142.

SELECT BIBLIOGRAPHY: THE COMMUNITY IN CAREER EDUCATION

AVENT, C., Practical Approaches to Careers Education. Hobsons Press (Cambridge) Ltd., 1974. Chs. 6, 10 - 13.

BATE, B.L., 'Careers conventions and evenings' . In, Jackson, R., Careers Guidance : Practice and Problems. Edward Arnold Ltd., 1976. pp. 94 - 101.

DEVINE, K., 'Help from Outside', In Jackson, R., Careers Guidance : Practice and Problems. Edward Arnold Ltd., 1976. pp. 46 - 54.

HART, G.R., 'Supporting Agencies and Career Education Resources'. In, Morgan, C.J., and Hart, G.R., Career Education in Australia. Hobsons Press (Cambridge) Pty. Ltd., 1977. pp. 77 - 92.

HOYT, K.B., Career Education and the Business-Industry-Labour Community. U.S. Dept., of Health, Education & Welfare, Washington, D.C., 1976.

LAW, B., and WATTS, A.G., School, Careers and Community. C10 Publishing, London. 1977.

WIRTZ, W., The Boundless Resource. The new Republic Book Co., Inc. 1975.

'Community Involvement in Career Education'. Panel discussion. In Report of the First National Career Education Conference. (Held in Canberra 8 - 10th May, 1977), Curriculum Development Centre, Canberra. 1977. pp. 85 - 107.

DIALOGUE BETWEEN THE SCHOOL AND THE WORLD OF WORK.

GAYE HART

This paper reflects the findings of a pilot project conducted by the Career Education Association of Victoria, during the first half of 1978.

The aim of the project was to encourage dialogue between teachers and employers with a view to identifying and implementing curriculum strategies which would be relevant to young people making the school to work transition. The philosophy behind the project is identified in the following quotation from Professor Kwong Lee Dow, Chairman of the Victorian Institute of Secondary Education (June 1978).

He said:

> "Schools and their surrounding commercial and industrial communities should establish and maintain a relationship which is at once close, extensive and mutually supporting.
>
> Schools need to present to their students a genuine picture of the nature of contemporary commercial and industrial society: the tasks and activities, the achievements, the challenges and the frustrations."

I would like to thank all those people who participated in this project. They have made a significant and, I hope, on-going contribution to improving the relationship between school and work.

G.H.

INTRODUCTION:

We are concerned today with two words that evoke a lot of study, comment and criticism - education and work. Particularly we are concerned to establish a closer relationship between education and work. We all know something about both words, but unfortunately we have difficulty relating them to each other.

Much of the criticism about education arises from a perceived failure of the school to prepare students for the transition from school to work.

Much of the criticism about work stems from the fact that for many in society today, the word "work" does not carry positive connotations. This is not a new thing e.g. many years ago, Charles Lamb said, "who first invented work and bound the free." More recently Peanuts said, "work is the crabgrass on the lawn of life."

One reason why the two words together come in for criticism is that the relationships between education and work have changed. It has been suggested that education has failed to change in ways that properly reflect these changing relationships. It is also suggested that work has not responded to changes in work values and personal needs. As suggested by the quotations above, even where people find work possible, many find it neither satisfying nor meaningful.

THIS PROJECT:

The Career Education Association of Victoria, recognising the need to bring about a closer and more productive relationship between school and work funded a project which would bring teachers from a number of disciplines into contact with the employer community.

Our aim was to identify learning strategies which would help individuals acquire and utilise the knowledge, skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living.

THE DIFFICULTIES:

What follows then should be an essentially practical analysis of ways and means of bridging the gap between education and work. I will come to that. In the meantime, however, I intend to direct attention to the problems and dilemmas rather than to positive assets and achievements. In doing this I hope to identify some of the fundamental problems that must be overcome, thus focussing attention on directions for future growth and development.

To aid discussion between teachers and employers I prepared a paper entitled 'Collaborative Effort in Career Education.' The paper examined some of the theoretical aspects of the

relationships between education and work. The paper sought to clarify career education goals and to identify implications of career education for the education system and the employing community.

When I looked at the implications, two needs stood out above all others - integration and collaboration. The word 'integration' was used to suggest that there should be an effort within the education system to make all subject matter relevant to the preparation for work. The word 'collaboration' was used to describe the desirable relationship between educators and employers. The word was consciously chosen in preference to participation or involvement as I believe that collaboration with its implications for sharing and compromise is what is needed.

Comment on that paper confirmed my belief that a lot of rhetoric is spoken about the relationship between education and work and I hope that by examining some of the issues we can together identify some of the reasons why what ought to be happening, is not happening. In other words, I want us to come to terms with why employers and teachers, in the main, talk at each other rather than with each other.

There is no doubt that if the school leaver is to be better prepared to make the transition from school to work, then better communication between different sectors of the community is necessary - the artificial barriers must be broken down. It is time we worked together to produce learning experiences relevant to the needs of students and which relate school and work. This appears to be a difficult task.

One reason for the difficulty became very apparent to me during this project: we do not know enough about the working parts of the model - all of us know something about some of the parts but not one of us understands the complexity of the relationships. There are two stages - work and education: there are at least three groups of players - employers, teachers and school leavers; and all the time the societal foundation is shifting under our feet. If teachers and employers are to play supportive and participatory roles in bringing about changes in the education system which reflect changing patterns of education/work relationships, we must make our first priority understanding the model. Teachers must attempt to understand employers and vice versa. Both groups must concern themselves with the needs of school leavers.

EMPLOYERS:

Let us begin looking at the dysfunctional relationship between school and work by examining the comments of some employers.

In a paper presented earlier this year at a Seminar convened

by the Society of Industrial Editors, it was suggested that Mr. Powell, Director of the Victorian Chamber of Manufacturers supported the following view:

"Education is Australia's biggest industry and its most inefficient. If it were in the business of producing anything other than school leavers it would be in the hands of the receiver by now ..... We are spending enormous sums of money on an industry which is not producing the right goods ..... the product of our schools is not fitting the market at any level."

Many of the employers with whom I spoke supported this view. At least, they all agreed that young people at school are not being adequately prepared for entry to the work force. In the words of one employer - "they have little appreciation of what kind of social or supervisory setting to expect, nor do they have much appreciation of the ways in which the content and methods of what they are learning at school are related to what they might be called upon to do at work."

Some employers took the view that teachers are pandering too much to the individuality of the students - "allowing them to gain the impression that the world owes them a living". It was often suggested that teachers were so out of contact with the realities of the working environment that it was not possible for them to give students a realistic understanding of the world of work. A particularly critical comment was that many teachers used the words 'profit', 'productivity' even 'company' in a very negative sense.

Other employers were deeply concerned that their expectations concerning employees basic skills and notions of "loyalty, self discipline, commitment and knowledge of the business world" were far from being met by young people entering their employment. They suggested that young workers are not always prepared to accept employers' conditions of work without comment and that schools are not inculculating those attitudes of "respect for authority and habits of work" which employers considered important.

Many of the employers with whom I spoke seemed to expect school leavers to have all the skills necessary to make them productive units of the workforce, on entry. Alternatively they expected young employees to have personal attributes not normally found amongst this age group.

Note a recent jobs vacant advertisement - the employer wanted a 15 - 16 year old girl - "personable, articulate, intelligent, possessing a high degree of dignity and maturity." He was surprised when he got 30 - 40 applicants and commented that a lot of them "didn't even know what these words mean". He thought most of the applicants were unemployable except perhaps in menial positions.

Employers were generally keen to support retention of external examinations - they use these as selection and sorting aids and make few apologies about doing so.

Nearly all employers deplored the so-called decline in basic skills - reading, writing, mathematics and spelling.

A recent Employers Federation survey showed that a substantial proportion of employers is deliberately hiring married women who want to re-enter the workforce - and in some instances even older workers. It was suggested these people have an ability to read and write and to add, multiply and divide - "a skill which so many of these school leavers did not have" (Spicer 1978).

I do not query the legitimacy of any of these claims. It is up to you, the participants in this conference to discuss them, determine their reality and work out together, ways of sharing and compromise that will be of assistance to the school leaver. I do however want to refer briefly to the question of standards because I believe that much of the debate about standards has done nothing more than confuse the issue. In the absence of a precise definition of standards the term has come to mean vaguely defined abilities in a narrow range of skills.

To be sure, competency in reading, writing, spelling and mathematics is of fundamental importance. Yet many other qualities are also important for education and a worthwhile life: for example, self awareness, concern for others, creativity and an inquiring mind. Any definition of standards that rests on a narrow range of basic skills as indicative of general achievement does not represent the totality of current educational practice. Nor can it represent the totality of employers need.

I sometimes wonder whether the employer who decries the lack of basic skills is giving an honest opinion. It has occurred to me several times throughout this project that what the employer is saying and what he or she means, are sometimes two different things. How often, for example, does the employer name absence of basic skills as a reason for dissatisfaction with a young employee when the real problem is being confronted by a young person who does not share or understand the employers attitudes or value system. The young employee who asks questions, makes suggestions, queries reasons or rejects answers, can create a very uncomfortable situation. Whilst teachers and employers might share a concern for individual excellence and encourage active participation in learning and employment and a social awareness it is, to say the least, disconcerting to be confronted by a young person doing just those things when our experience and approach is so different.

Finally, on the question of the importance of basic skills I want to share with you the message conveyed by a cartoon I saw recently. The girl says "when I went to school I learnt to read and write. I was spelling bee champion for three years running. I got Level 1 in English" The man says "When I left school I could 'ardly read or write. But I could talk good. I got a job selling cars. In ten years I built up the country's biggest sales record" The final frame shows the girl saying "..... and I am his secretary." I think that

leaves us with more than one message to amply demonstrate my point.

THE EDUCATION SYSTEM AND TEACHERS:

Now let us look at the education system and teachers. The education system has changed since any of us were of school leaving age. Nowadays there is increased diversity and experimentation in the process of schooling, reflecting increased freedom with regard to curriculum and timetable matters. There is also increased acceptance of the concept of community involvement or participation in education. It was not so long ago that the community was actively encouraged to stay away from the school. The social context of education has changed dramatically over the last 30 years and particularly during the last decade.

We now live in a multi-cultural society - 16% (800,000) of the population between the ages of 1 and 19 in 1976 had mothers born in non-English speaking countries.

Further, the family structure has changed - in about 50% of intact families both parents work; only one parent is present in one of 10 families (the single parent is female in four out of five cases).

In addition conflicts of interest and value are now more widely known as a result of television and the role of the school in developing social awareness.

'These conflicts and differences include fundamental disagreements about the priority given to technological advance and to individual material advancement as ingredients of the good life.' (School Commission 1978 : 5). The schools can no longer confidently assert a single perspective on the world or a single view of the good life.

Teachers have their own views on the needs of school leavers and the role of career education. Some schools pay only token attention to the goal of education as preparation for work and justify not doing more on the grounds that they are "preparing students for life" - as if work is somehow different from life.

Some teachers resist career education goals on the grounds that to 'infuse' or 'integrate' a new substance into an already "full" curriculum necessarily results in some "spilling over".

Let me say now that I believe it would be a tragic mistake if, in our zeal to emphasise education as preparation for work, we neglected other basic goals of education. The objectives of the various disciplines hold implications for utility far beyond those associated with the goal of 'education as preparation for work'. Nevertheless I believe it is possible and desirable for teachers in each discipline to show their students the value of content and objectives as preparation for work - to emphasise that one of the reasons for mastering the process is that people use it in their work.

Teachers know that they have a limited knowledge of the working world outside the education system. In fact they sometimes have very negative attitudes about work and employers. Comments made to me include "the public service is a boring bureaucracy" and "factories are bad places to work in". Further, some teachers see employers as exploitative for the purposes of production and profit.

Teachers also see employers as mainly conservative, especially with regard to their expectations of school leavers. One teacher said "If I devised a careers program to meet the needs of employers I would simply train kids to go to an interview wearing clothes similar to those of the people doing the interviewing, walk in briskly, not ask too many questions, express a desire to work hard and promise to stay with that firm forever."

THE SCHOOL LEAVERS:

I want to remind you that the education system is still geared largely to the needs of the 18% who will go on to tertiary education. The facts however show us only 35% of all school entrants are still there in year 12. Only 18% of all school entrants enter the workforce with 12 years schooling. Nearly 65% of school leavers entering the workforce do not have 12 years of schooling. Nearly half of the youth of Australia have left school by the end of year 10 i.e. at approximately 15 years of age.

What this means is that the majority of school leavers are making the transition from school to work at a very early stage in their vocational development.

Very briefly, vocational development has been described as follows:-

Growth	(birth - 14)
Exploration	(15 - 24)
Establishment	(25 - 44)
Maintenance	(45 - 64)
Decline	(65 on)

At age 15 the student has only just left the fantasy substage of growth. This period is said to contain no element of self assessment and no consideration of reality constraints. Between the ages of 15 and 17 the individual is seen as being in the tentative substage of the exploration stage. The student is just beginning to consider needs, his or her interests, capacities, values and opportunities.

In other words the 15 year old is at a very critical stage of vocational development; just becoming aware of the need to crystallise ideas, values and preference. Just becoming aware of the contingencies which might affect goals and just beginning to formulate generalised preferences. (Osipow 1973: ch. 5 and Underwood 1974). It is during this stage that many students, for a variety of reasons attempt to enter the workforce.

To illustrate this point further I refer you to a study carried out in South Australia. A pilot study of career awareness and occupational aspirations of 462 year 7 students (aged 12 - 13 years) suggests that students perceptions at this stage vary and are less than clearly oriented towards future careers. Variations exist on the basis of urban-rural residence and socio-economic status, nevertheless they have not begun to think realistically about future careers. (Flaherty and Stevens 1978). Two to three years later, many of them are seeking jobs.

The students in the Melbourne based 15 - 18 year old survey (Poole and Simkin 1976) expressed very high educational and occupational aspirations. More than half wanted to go to university or college and enter a professional occupation. Only one third wanted to leave school before sixth form and less than one quarter wanted blue-collar jobs. In reality however, almost one quarter had left before entering fifth form and almost all of these had taken semi-skilled or unskilled jobs. It has been suggested that in 1991 only about half of the 17 year olds will complete their secondary schooling (Sheehan 1973) leaving a fairly large discrepancy between aspirations and actual attainments in secondary schools.

Given this situation it does not surprise me to find that 25% of all people between the ages of 15 and 19 change their jobs in the first twelve months or that 62% of males and 25% of females under twenty years who changed their jobs in 1974 also changed their occupation. They were not ready for the world of work, the schools had done little to prepare them and the employers were not prepared to accept them.

A CLOSER RELATIONSHIP BETWEEN SCHOOL AND WORK:

Let us keep in mind when we talk about achieving a closer relationship between school and work that we are attempting to meet the diverse needs of various populations. The most important need to be kept in mind is the need of the student.

The research shows us that for the majority of students their priority is that schooling should prepare them for work. This priority indicates that for the youth of today, work is still a basic human need. I believe that school leavers want to work and that they want work to be a satisfactory and meaningful part of their lifestyle. I believe this even though I know there are several ways in which adolescents may fail to learn how to work or choose suitable careers.

One of the first things employers and teachers must accept, is that for most of the youth of today, the work ethic as we understand it, is no longer relevant. The school leaver in the 1970's is more socially aware. He or she knows that the prospect of unemployment is real and that in the foreseeable future economic recession and technological advance will continue to diminish job opportunities.

The school leaver can no longer be expected to accept that it is a societal obligation to work - that one owes it to society

to work whether or not the individuals can find work. I would suggest that the work ethic which stamps those out of work or unable to find jobs as "dole bludgers" is now out of date and should be discarded. Perhaps we need to develop a new understanding - one that will be beneficial and helpful to society - one that accepts that some people will not have the privilege of a job.

Teachers must realise that it is dishonest to push the line "if you work hard and get good results you will get a satisfying job". At the same time, employers must be more realistic about what they can expect of school leavers. They must no longer assume that school leavers should be grateful for a job opportunity - any job.

There is a need to accept that whilst the attitudes, values and aspirations of school leavers might not be clearly defined or fully developed it is quite likely that they are different from our own. This has important implications for the development of learning experiences which will be relevant to the needs of students and which will assist them in the transition from school to work. To start with, both teachers and employers are on a very insecure ground if they base their strategies on "shoulds" and "oughts".

We could do well to heed the words of Francis McNab who warns us against setting ourselves up as role models. He says:

"From time to time our attention is turned to people in leadership positions. How did they get there? By hard work, by playing the game fairly, by being good men and women. And the moral is - you too can get there if you also develop character, moral fibre and responsibility. Kings and queens, presidents, prime ministers, parliamentarians and congressmen, judges, teachers, bishops and popes are all put on display with the inscription 'they have made it'. Recently the display windows have been changed at a rapid rate as one after the other of the display models have shown a blemish"

(McNab 1977 : 181 - 182)

We can no longer expect adolescents to think like us or act like us or even accept our ideals.

Teachers must accept that whilst they might want to emphasise the importance of personal growth and social development and pay their highest tribute to the pursuit of academic excellence, the students want emphasis on preparation for work. Common ground between the two goals must be found. People don't go to school just so they can go to school. Education must be viewed, in terms of its wider purpose, as preparation <u>for something</u>.

Similarly employers must accept that work values are changing in the post-industrial, information-centred technological society of these times. One reason some people don't like or won't accept their work is that they in fact have awful jobs - jobs that are dull, repetitive and lacking in challenge or initiative. There is much to be done by employers in the area of work values and humanisation of the work place.

In between the two camps - the expectations of teachers and the expectations of employers-falls the school leaver, a very different person from the school leaver of a decade ago. Schools and other social forces have encouraged students to be more questioning and to give expression to a wider range of needs than mere survival skills. The school leaver of today is also entering a world of work vastly different from the world of work we entered. Even occupations that have retained their old titles are changing and will continue to change in the specific nature of duties and skills associated with such occupations. The greatest certainty facing todays youth is that of uncertainty. The individual must therefore be prepared not only for the initial transition from school to work, but to change at least as rapidly as change comes within the occupational society.

SOME SUGGESTIONS:

Now let us look at what might be done to bring school and work into a more functional relationship through the eyes of one committed to the concept of career education.

One of the aims of career education is to relate the curriculum more realistically to the world of work. To achieve this it is necessary for teachers and employers to collaborate. The reason for this is simple: the expertise required for implementing career education exists in many parts of society and is not limited to those employed in the education system.

Whilst educationists can ensure that learning experiences are consistent with the needs, interests and comprehension levels of individual students, they cannot always provide relevant career-oriented experience.

Teachers need help with curriculum revision; they need to become more aware of the world of work outside the school, the career implications of subject matter, and the wide variety of work values and attitudes currently operating in society.

Teachers need help in identifying learning experiences and opportunities which will help students make a successful transition from school to the world outside.

Students need opportunities to gain first-hand experience of the work environment - the resources and facilities of the business-industry-labour community provide the only realistic means of seeing, hearing, feeling and testing.

The business-industry-labour community needs to learn more about the changes taking place in education and have the opportunity to influence the direction of change.

The business-industry-labour community also needs to better understand the achievements, problems and potential of entrants to the workforce.

At this stage however, community resources are not effectively integrated into the schools education provision.

It was suggested to me that one reason for this is that teachers simply do not have time. They say that they neither have time to identify and familiarise themselves with the community nor develop working relationships. This perhaps explains why several employers told me that teachers do not contact them or even in some cases follow up invitations. I can only say that both employers and teachers are busy people and that ways and means must be found.

Another reason I have suggested in this presentation is the existence of barriers, the misunderstandings and the lack of willingness to understand.

The process of curriculum revision requires that the traditional barrier between the school and the community be removed. The first step in breaking down the barriers requires the establishment of a common language and mutual understanding of the goals of career education. To do this requires that educators and employers talk together. The second step involves the implementation of teaching/learning processes that are compatible with career education goals. This step requires that educators and employers work together. The third step involves a joint evaluative role; it requires on-going talking and working together.

Let us assume that the talking together has begun and move on to the second stage - working together.

First let me draw to your attention the role of the Victorian Institute for Secondary Education (V.I.S.E.).

VICTORIAN INSTITUTE OF SECONDARY EDUCATION:

Many members of the community have seen the primary function of V.I.S.E. to be the determination and administration of assessment policy for final year secondary students. V.I.S.E. however does not see its assessment role as of greater importance than its responsibility to develop extensive advisory services and guidance facilities. One of the objects of V.I.S.E. is to offer assistance to all persons who are moving between secondary schooling and either employment or further study. This assistance is to be provided from a basis of adequate information, consultation, guidance and preparation. V.I.S.E. is establishing machinery and professional expertise for the assessment field and a structure for vocational counselling, careers education and other advisory services. Dr. Kwong Lee Dow has described these services as developing 'through partnership with other agencies in the education system and in the community' (Lee Dow 1978). An indication of the high priority given by V.I.S.E. to the problem of understanding the range of issues which arise at the school - work interface is the major study being undertaken of the problems faced by all school leavers

in two regions of Victoria - one metropolitan and one country. Dr. Kwong Lee Dow invited the Society of Industrial Editors at their recent Seminar to collaborate with V.I.S.E. in the preparation of any information and materials that have a bearing on V.I.S.E. responsibilities. He said that V.I.S.E. would welcome consultation and possible joint activities in the preparation of any information relevant to the transition process.

There is an opportunity for educationists and the community to work together to overcome one of the biggest deficiencies in the system: careers teachers and students alike complain about the inadequacy of much of the industry produced material about possible careers or the work of industry or commercial enterprise. On the other hand, they rely on this material as some of the only information they have. Industry is spending hundreds of thousands of dollars producing brochures, pamphlets, posters etc. I am hopeful that the Society of Industrial Editors and others will take up Dr. Lee Dows suggestion with a view to producing material whichwill meet their own needs as well as those of the students.*

CURRICULUM REVISION:

Next, let us look at the specific area of curriculum revision.

Many teachers are responding to the findings that 'a disturbing number of students left school because they found schooling boring and irrelevant to their perceived needs' (Knight 1977 : 13). They are beginning to realise that career education can increase the personal meaning of education and thereby increase motivation. There are substantial activities throughout the curriculum which have potential for the objectives of career education. The local Science Teachers, Maths. Teachers and Commercial Teachers Associations have recognised this potential and are looking for ways of making curriculum content more relevant to the career development needs of students.

The Commercial Teachers Association, for example, has devised a careers unit for incorporation in consumer education. The aim of the unit is "to broaden students knowledge of a wide range of careers and to acquaint students with a strategy in career selection and job procurement which is most likely to yield successful results". They have had assistance from Cadbury-Schweppes Pty. Ltd., in compiling the unit and actively encourage other employer involvement.

Mathematics teachers are aware that employers consider lack of mathematical skills one of the major deficiencies in the school leaver. The Maths. Teachers Association participated

* make contact with V.I.S.E. either formally through the Executive Secretary, Mr. P. Thwaites or through Dr. G. Kelso, Head of Advisory Services and Guidance Branch. (49 Spring Street, Telephone 63 4500)

in this project and took several opportunities to engage in dialogue with employers with a view to identifying the problem areas. It was reported back to me that one of the problems is that whereas many students can cope with advanced conceptual mathematics, they are not able to handle more basic mathematics. The employers cited, as examples, converting decimals to fractions, calculating sales tax and solid geometry.

The Curriculum and Research Branch of the Education Department is currently making a separate attempt to identify the mathematical skills required by employers. The information gained in their survey will be made available to teachers who can then choose to make appropriate curriculum revisions.

Another approach to mathematics has been devised by the Australian Academy of Science. They are concerned to devise a maths program for year 11 and 12 students who will not require advanced or specialist maths ability. The aim is to keep these students motivated and to help them acquire basic computational skills. The program uses applicable examples which students find more interesting.

All of these initiatives are aimed at making the curriculum more relevant to the career development needs of students. Through their attempts to incorporate career education goals into the curriculum, teachers are discovering for themselves, and therefore helping their students discover, increased reasons for studying subject matter.

Employers can collaborate with teachers in their efforts to make subject matter more relevant by:-

- serving as resource people in the classroom - e.g. addressing students on specific topics
- providing resources for field trips taken by students and/or teachers for purposes of helping them become aware of the world of work
- acting as "consultants" on curriculum development - perhaps through involvement in subject associations
- providing "mini-courses" for teachers and students on aspects of their work relevant to the curriculum content
- meet with subject and other professional associations to discuss problems and plan action that will further career education
- develop literature and career information able to be used by subject teachers and relevant to the needs of students

FIELD TRIPS:

I would like to refer to one of these areas in slightly more

detail i.e. field trips. Field trips are not a new idea. Before the days of work experience they provided one of the only means of enabling students to gain first hand knowledge of the working environment. They should by now be a well tried and evaluated learning experience. Nevertheless many teachers and employers commented negatively about the value of field trips.

Field trips should not be under-rated as learning experiences - properly organised they can provide a wide range of experiences. Many students will enter jobs in the area where they are growing up. Thus it is important that they learn about work in that area. Teachers also can acquire much-needed information about occupations and implications of their subject matter for those occupations by taking students on field trips. Careful planning is necessary however. Industry and school personnel must work together to ensure that new learnings result from such field trips and repetitive duplications of students' experiences are avoided. Before field trips are taken, the school and the business or industry should jointly agree on the objectives of the trip. Too many field trips take place where teachers don't know what they are looking for and industry doesn't know what to show them.

Industries might consider setting up community workshops for teachers. In such workshops teachers could be made aware of what industry has to offer during a field trip, who the contact person is and special provisions that need to be made before students are brought in.

There could also be established a community resource occupational bank which would list occupations and industries willing to be involved in field trips. Such a data bank should contain a description of the experiences possible on a field trip and the name of a specific person to contact.

At best however, it is probably too expensive for industry to service all students through field trips. Video tapes could be made by some students who could play them for other students in lieu of their actually visiting an industry. If industry representatives could be present in the school to talk with students who have watched the video tapes, the tapes might be as effective as field trips. Such feedback after field trips is essential in any event so that students can raise questions regarding what they saw.

ALTERNATIVE CURRICULUM:

There are of course ways in which career education goals can be achieved other than through specific subject matter. Students can go out into the community using it as a learning laboratory. In the process of acquiring a range of inter-disciplinary skills students are exposed to a wide spectrum of community oriented activities and careers. This is the approach taken by Mr. Michael Van Heyswick at Geelong College. At Geelong College they have also developed Social Science electives entitled - 'Industrial Relations' and 'Work

and Leisure'. I will not elaborate on this project because I understand that information about it is available elsewhere throughout the conference.

Another broad curriculum approach is being devised by Chandler High School. Chandler High School offers an alternative year 11 and 12 course for those students not capable of, or not wishing to pursue H.S.C. oriented courses. The alternative course recognises that not all students in years 11 and 12 wish to proceed to tertiary institutions and that present courses and assessment are not necessarily appropriate to those students. The alternative course offers programs in market studies, art/craft, environmental studies, film/T.V., vocational guidance and secretarial studies as well as English, Mathematics and Social Studies. Chandler High School promotes employer involvement and just recently a meeting was held between members of the staff and local employers. Employers were invited to comment on the courses and the employment prospects of students pursuing them, employer perceptions of the role of educators and employers expectations of school leavers and proposals for the future.

These brief descriptions of what people are doing and some ideas about what might be done have been presented to you as a means of stimulating discussion about further action. They represent only a small sample of possibilities but will hopefully cause you to act upon the concept of teachers and employers working together.

YOUNG ACHIEVEMENT SCHEME:

Before leaving this area altogether, I would like to comment briefly on what appears to be one of the most exciting career oriented learning experiences students are currently participating in. I am not commenting on work experience because I believe that has been more than adequately covered already. I am referring instead to an extra-curricular activity - the Young Achievement Scheme. This scheme is currently handled by the American Chamber of Commerce in Australia and involves five major companies in Victoria and a number of year 11 students. The students organise and manage their own small-scale companies. From March through to September, participating students meet for two hours per week on the premises of a local company to conduct their business. The businesses manufacture their own products and the list of products appears endless - jumper leads, place mats and coasters, shoe trees etc. - and sell them in the local community. During the program the students who are the company's Board of Directors, workforce and sales staff, sell shares to capitalise their company, elect officers, choose a product to manufacture or a service to sell, maintain a detailed record system, map out marketing plans and strategies, pay salaries and rents and produce, promote and sell their companies product or service.

At the end of the program, they publish an annual report,

return dividends to stockholders and liquidate their company. The success of this program is a tribute to the employers who participate - the people who act as advisors in production, administration and sales. This is not a school based program: the school has practically nothing to do with it. However teachers report on it enthusiastically - one teacher who made a point of assessing the impact on her students said that the students had learned all sorts of things about employee/ employer relationships, production problems e.g. bottlenecks, the importance of arriving on time, the relevance of accounting and economics, and about directing other people and being directed.

PERSONNEL EXCHANGE:

Finally let us look at the preparation of teachers. Scepticism about the occupational knowledge of teachers has been a recurring theme throughout this project. Work observation and work experience for teachers recognises that school personnel often lack an understanding or appreciation of the world of work outside the school. If educators are to teach students about the broader occupational society, it is essential that they actually experience what it is like.

Tentative moves have been made in the direction of providing work observation for teachers. The in-service course conducted by the Department of Education for careers teachers provides for two days of work observation. Participating teachers have generally been enthusiastic about this experience although they acknowledge that it gives them only a cursory insight. They have used the experience to gain knowledge about the overall organisation of a particular industry or business, to acquire knowledge about the range of career options and to establish contacts for further liaison. This has been beneficial but the teachers would almost all have liked to spend more time in the placement gaining first hand experience of the working environment.

Students in the graduate diploma in career education at R.M.I.T. also have the opportunity to experience industrial placement. In another college plans are under way to have student teachers visit industry and perhaps do some teaching there.

These are all moves in the right direction - nevertheless they are in one direction only i.e. teachers broadening their horizons. Out of this project has come the proposal that exchange programs be initiated whereby teachers spend anywhere from a few days to a few months working outside education and that employers be invited to spend some time in schools in teaching positions. This assumes that employers have many things to teach students about work that todays teachers are not equipped to teach.

However, this proposal incorporates several problems. Payment is only one problem. Do jobs exist that would

provide teachers with the kinds of experience they need and still have a short enough training experience so that they could be productive on the job? Could industry afford to release skilled personnel? What about teacher certification requirements?

A beginning could be made by integrating (a) persons with occupational skills who are willing and who could be released for a time to teach in schools and (b) occupational skills (e.g. in maths or commerce) possessed by teachers that industry might need. Exchange programs would probably work best when a specific need exists on the part of either the schools or industry for skills the other might possess. It is however unrealistic to expect that each will need the other at the same time. Both should and could be flexible enough to respond to the needs of the other for personnel. Exchange programs will work better if both schools and industries set up internal teams to work with persons who come to them on an exchange basis. An exchange program could be initiated by assigning one personnel specialist from industry to work, for example, with one school. That employer respondent could help all teachers in the school incorporate career implications in their teaching. Teachers could then be assigned, perhaps on a rotating basis (a few weeks at a time for each), to the personnel department from which the industry person came.

CONCLUSION:

The goal of this paper has been to stimulate collaborative action between employers and teachers that will help students to make the transition from school to work. To date there is only limited evidence of employers and teachers acting constructively to accommodate the needs of school leavers. Instead, both have tended to blame those least responsible for the situation whereby young people find themselves inadequately prepared for entry to the workforce i.e. we blame the youth of today.

When we tire of blaming youth, we blame each other. In either event, our youth continue to suffer.

The "world of schooling" and the "world of work" have been separate worlds for far too long. Is it any wonder that school leavers have difficulty in making the transition from school to work? It is time to quit asking such questions and to start moving towards some constructive solutions.

The discussion in this paper has been primarily concerned with specifying concepts and fundamental problems to be considered and with providing broad beginning suggestions for action. Specific program planning and implementation needs to begin now.

I have not suggested who should be responsible for initiating, directing or co-ordinating collaborative efforts. A situation can be easily envisioned that finds both teachers

and employers anxiously awaiting for the other to initiate action. Career education is too important to fail simply because no-one feels it is proper to take the initiative. Career education's primary focus is on increasing the ability of individuals to recognise and capitalise on relationships between education and work in our society.

There is no concept or activity relevant to career education that could not be initiated by either the schools or employers.

Anyone who is concerned with career education and the preparation of young people for entry to the workforce has a responsibility to get on with the job.

REFERENCES:

Flaherty, G. and Stevens, G., 1978 The World of Work. A pilot study of career aspirations of year 7 children in South Australia. Career Education Project, Education Dept., of South Australia.

Hart, G., 1978. Collaborative Effort in Career Education. A discussion paper. Career Education Development Associates Pty. Ltd., Melbourne.

Knight, K., 1977. 'Factors affecting School leaving and work decisions for girls', In, School Leavers: Choice and Opportunity. Commission of Inquiry into Poverty, Poverty and Education Services, A.G.P.S., Canberra.

Lee Dow, K., 1978. 'Bridging the Gap' Keynote address presented at a Seminar convened by the Society of Industrial Editors, Melbourne.

McNab, F., 1977. 'Human Relations', In Tennison, P., (ed.), Heyday or Doomsday? Australia 2000. Hill of Content, Melbourne : ch. 5.

Osipow, S.H., Theories of Career Development. Prentice - Hall Inc., New Jersey.

Powell, B.H., 1978. 'Bridging the Gap' Keynote address presented at a Seminar convened by the Society of Industrial Editors, Melbourne.

Poole, M., and Simkin, K., 1976. 'Education and the 15 - 18 age group', Education News, Vol. 15, No. 6; 24 - 29.

Schools Commission, 1978. Report for the Triennium 1978 - 81. Schools Commission, Canberra.

Sheehan, B., 1973. 'Some Implications of Population Growth for Secondary School Enrolment', Australian Journal of Education, Vol. 17, No. 2; 186.

THE CONFERENCE IN PERSPECTIVE

RICHARD BELSHAW

This conference on Transition from School to Work convinces me that the Career Education Association of Victoria has the potential to succeed as an innovative force in education. While it is not yet a powerful organisation it is developing mutually supportive structures and earning the respect and co-operation of important allies. As evidence of this one can cite the range of organisations represented by delegates to this second conference, the quality of the speakers, and the Chairman, Mr. Peter Kirby, whom we were privileged to have for the plenary sessions.

The association grew out of meetings arranged for a mutual exchange of ideas by teachers and counsellors who had become involved in career education largely because of the interest and encouragement of far-sighted principals and other educational leaders. In passing, and all too briefly, I pay tribute to the contribution of Mrs. Betty Levy's untiring work; and that of her committee members, during the Association's early development. I think it is appropriate also to acknowledge our indebtedness to Dr. McDonell and his organisation for their part in our achievements. The first project organised by the new Centre for Continuing Education at Monash was our first conference. It was also held here in Deakin Hall; it was a three day residential project in July 1974, and it led to very significant progress.

I see the work being done by the delegates to this conference, and the challenge of problems brought into harsh focus in both conferences, as part of a story in Victorian education which now covers over forty years. The story started in the "depression" years of the 1930's when nearly one-third of the workforce faced unemployment, and industrialists and educators looked for solutions to school leavers' problems in what were called "Vocational guidance" schemes. In that early search for solutions the work in Victoria is reported as lagging behind that of other states particularly N.S.W. However some of the early Victorian work helps to put our present problems in perspective.

During the Friday evening discussion when our Chairman put the problems of present day manpower planning into such clear focus, I was reminded of the work done for those "guiding" school-leavers in Victoria by George Roy Giles in the thirties. One result of his efforts to promote a vocational guidance scheme in Victoria was the publication of Occupations in Victoria (1932). This was an investigation by Giles and J.R. Lyall of "the normal absorptive capacity" of the employment market. The work was funded by a grant from the A.C.E.R. which recognised the alarming difficulty at the time of "absorbing juveniles into industry and commerce".

The failure of the education system to respond favourably to

the early vocational guidance plan is recorded in the Victorian Education Department's Centenary History "Vision and Realisation" Volume 1. Book 10 is entitled The Teacher and the Community, and was written by O.S. Green and L.J. Blake. In it they report (p. 1281) about the early vocational guidance scheme that: "in its original form it faded fairly quickly"; and that an elaborate recording system "gathered dust in school cupboards". There were several reasons for the fading of interest in the scheme. One important reason was that many school principals, and school system, failed to find enthusiasm for the scheme's educational importance. This has relevance to our work for at this conference we have heard evidence of similar lack of enthusiasm for the possibilities of career education and work experience.

In spite of a new interest in career guidance developed by the impact on education of the 1939 - 1945 war and the apparent prosperity of the post-war years, there is still little tradition in this facet of education. Those enthusiastic to promote it in various forms have not yet been able to achieve successful innovation, and diffusion, of ideas and practices. One important achievement of our 1974 conference was success in influencing the Education Department, through the support of Mr. Ford, to accept the policy of having full-time career education co-ordinators in our government Secondary Schools. Previously the only full-time appointments were in the Independent Schools.

The National Conference on Career Education held in Canberra in May 1977, was another milestone in our progress. From it we were encouraged to find that Victoria's efforts to prepare our youth for post-school adjustments in the seventies, unlike those of the thirties, compared very favourably with the work in other states.

In this 1978 Conference we have faced some "disenchantment"; the first day had special challenge and forced us to attempt realistic appraisals of our problems and aims. As one would hope, the comradeship has been splendid. The total experience has been positive and the collaborative nature of the work done by representatives of many organisations for, and during the Conference has been one of its most promising features.

Efforts to promote "education for transition" will have a crucial link with curriculum review. For years, in our attempts to enrich school programmes, we have kept adding subjects: the usual result is fragmented and competitive time-tabling. Instead of diversifying and complicating we should seek to simplify and unify the curriculum. I believe an important collaborative task for the Association is to find ways for career education to contribute to this cohesive curriculum approach.

We leave the Conference, grateful to those who planned so well, but aware of our Association's limitations. On reflection we may experience a "re-vision" of our corporate potential. If this be so its value will be realised in individual and collaborative action.

CONFERENCE STEERING COMMITTEE

JOHN ANSTEY - Department of Employment and Industrial Relations.

PETER ARKELL - Department of Employment and Industrial Relations.

VOWA BEIERS - Rusden State College.

KEN BLACK - Victorian Employers' Federation.

BARBARA BREWER - Centre for Continuing Education, Monash University.

CLIVE BUBB - Victorian Chamber of Manufacturers.

J. DIXON - Royal Melbourne Institute of Technology.

GAYE HART - Career Education Development Associates Pty. Ltd.

BETTY LEVY - Education Department.

J. A. McDONNEL - Centre for Continuing Education - Monash University.

JOAN McLACHLAN - Northcote Technical School.

JOHN NATHAN - Industrial Training Commission.

KEN NICKLIN - Bosch (Roberts) Aust. Ltd.

JOAN REIDY - Parents Association.

BOB SHANAHAN - Vulcan Industries.

ALAN WRIGHT - T.A.F.E. Services.